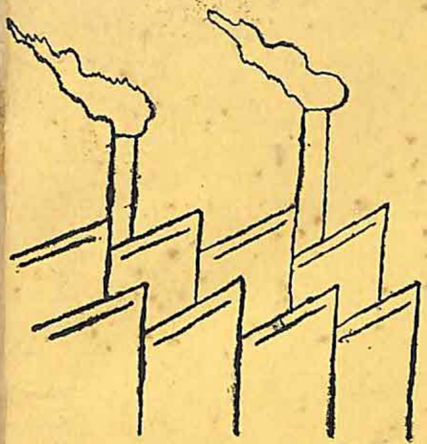
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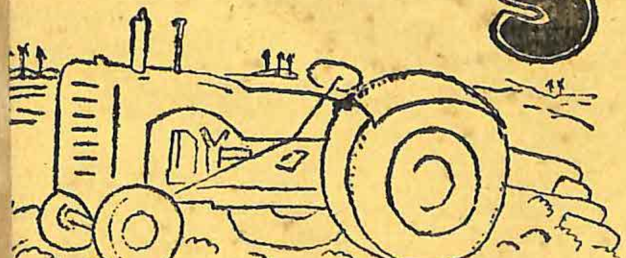
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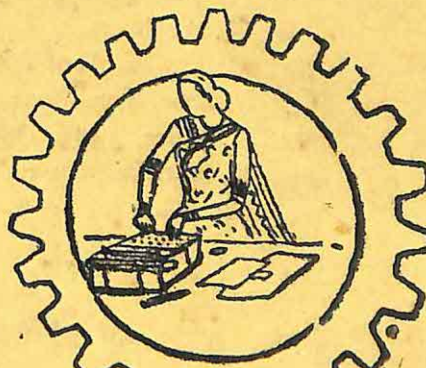
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TEACHERS' QUARTERLY





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FOREWORD

Few national problems arouse greater public interest than those of education, for *there is hardly anybody who is not concerned with education, directly or indirectly,* from one angle or another.

Again, there is hardly any field, where there is greater dispute and controversy, than in the sphere of education. But, while experts as well as laymen argue on various points, all parties appear to be agreed that standards in the field of education are not whāt they should be. The reasons for such fall of standard are complex and multitudinous . There are general problems of national patterns, goals, targets and problems of expansion and improvement. Again, there are specific difficulties connected with every type and all stages of education. While the academic and administrative authorities are chiefly concerned with general plans and problems, the managing authorities of various institutions deal with the individual problems of each institution.

The persons who are (and rightly so) most deeply and directly concerned with education are however the parents of children and the teachers who educate them.

No doubt, the parents and teachers are directly concerned with the progress and welfare of their own charges, and only indirectly with general problems, in so far as these affect their children and pupils. Nevertheless their contribution towards education is significant indeed. It goes without saying that if each individual child is (or is not) properly educated in the school and well-looked after and trained in the home, the general standard of education in the country as a whole rises (or falls), --irrespective of other factors.

The key role played by teachers in the field of education is usually recognised. The contribution of the parents may not be fully realised. but it is nevertheless very important.

Unfortunately, the parents and the teachers, who are so important in the education of the child, not only do not always fully cooperate with each other, sometimes they go on blaming each other for all deficiencies in the education of the child. The teachers argue that children spend only a small fraction of their working days in the school, during the rest of the day and in the holidays they are at home. Hence, the schooling that is given to them cannot be established properly, unless there is adequate follow-up work in the home.

The parents say, on the other hand that, it is the duty of the school to educate the child while the home looks after it otherwise. They feel aggrieved that in spite of having sent their wards to a school, they have to arrange for some private tuition at home as well.

Some schools have solved this difficulty, more or less succesfully, by establishing Parent Teacher Associations—P. T. A.s as they are called. These P. T. A.s take various forms, sometimes they are formally organised, in other cases they are more nebulous and loosely knit.

But, any P. T. A., worth its salt, encourages free and friendly discussions between parents tnd teachers on various questions regarding the education and welfare of their wards.

We have heard that certain P. T. A.s have done excellent work and raised the standard of their schools perceptibly. We would be glad to publish reports of such P. T. A.s in the pages of the Teachers Quarterly, so that other schools may be benefitted by their experience.

Nalini Das.

THE STORY OF A SCHOOL.

Condensation of an Essay by Padma Ghose submitted for the Seminar Reading Programme of the DEPSE in 1963 - 64.

The subject I have chosen for my paper is Parent-Teacher-Cooperation in schools, because my career as a school teacher began seven years ago in the coal district of Dhanbad, with my desire as an educated parent, to help in the shaping of a new boys' school. I was not a trained teacher at that time, but I was eager to make the little contribution I could. I had the motivation of being a parent wanting a good school for my son. Thus I became a parent and teacher in one, could understand the points of view of both and realised the importance of the cooperation of the two forces. I am no longer in the school of Dhanbad but what I write, is my deepest conviction grown out of my actual experience in the field of parent-teacher cooperation.

In a country like India, where the percentage of literacy is very low, each and every individual being fortunate enough to be educated, is honour-bound to be a social reformer and practical worker. Thus he pays his debt to the society for education.

Who are these educated persons with special responsibilities to the society ? They are the teachers, medical men and social workers. The teachers along with the others must remember that they are the practical workers, to work in the field in a given situation and they have to make the best of it. They cannot say that they want an ideal atmosphere in the school, ideal circumstances to give shape to their ideas. Who are to give them the ideal environment ? They have to create it themselves. Can a doctor say in a battle field that he wants an operation table to amputate a leg ? The teachers are in a battle field too, the situation being one of social emergency in India and there is no time to waste. We have to catch up with the other nations in the march of progress and the teachers who have been entrusted with the moulding of future citizens of India into creative, dynamic personalities, have to join the race even with a handicap.

Our teachers must make use of all available resources and an untapped valuable source of resource persons is the parents, a little ill at ease in their attitudes towards the schools of their children, because it is an irony of fate that the two vital forces in the upbringing of children, the parents and the teachers, have hardly any point of contact in our society . A sort of perverted, psychological relationship has grown up between the two camps due to ignorance, want of understanding and lack of actual face to face situations. Teachers are often looked down upon as creatures of sub-normal status and parents in the role of guardians are universally referred to as unenlightened, self-centred persons. So a very artificial set-up is built up in school, which is neither a preparation for life nor a miniature society. The creations of our abnormal schools cannot even fit in the everyday life of their community in their adult stages as they are nurtured in the hot house of an artificial school system, cut off from the life giving fountain of home and the extension of home into society and society into the nation and the world.

The easiest solution of the problem for the teachers is to make friendly contacts with the parents and pool their resources for the welfare of the school, thus breaking down the artificial barrier. They are to welcome the parents to be parts of the school, to contribute in whatever way they can for the progress of school life, to be friends of the teachers and above all, to feel a spirit of union with schools. There is great need in India for this social contact between teachers and parents and their cooperation. Our country is not rich, our Government has to meet expenses on all fronts, food, clothing, shelter, education and so on, besides, our social life is very dull. Parent-teacher participation could be the nucleus of solving the many sided riddle of school education. Most of the parents are not members of any club, library or recreation centres ; they lead very mediocre and stale lives without opportunity of recreative work which makes life meaningful. This is true of most of the middle class societies in urban areas where we live. Why can't the parents, specially mothers, a few of them who are well educated, contact the teachers who are surely enlightened people and, centring the school and children, their common interest, build up a meaningful, purposive creative field of social work, and the parents will have the satisfaction contributing something their own in the making of their children in the greater area outside home. Many of the parents may be talented musicians, artists, literary persons and they can help the teachers to inculcate these skills, if there is shortage of such talented personnel in the school. Besides, parents must know what is being done in the school and they can put in their own suggestions which may be of great value in guiding the teachers in dealing with individual children and teachers have to familiarise the parents with new methods of teaching and get their approval to make them effective. The teachers have know the family background of the children and must have the opportunity of discussing particular problems of children with their parents regarding educational, emotional and social matters. Many children donot have normal development and, sadly enough, quite a large number of them become misguided youths because home, school and society have failed them. Home could not give them the love and protection and sense of security due to economic, emotional and psychological factors, schools could not come to their rescue and diagnose their difficulties, but only stamped them as backward children and society made them into refuse matter, termed them as delinquents and washed off their hands and these unfortunate young creatures loiter in the street corners and take revenge on society, for rejecting them, by antisocial acts.

If the parents are uneducated or unbalanced, it is the duty of teachers to come to their rescue, explain matters to them, spread out helping hands to them. The initiative is to be taken by the teachers as they have greater responsibility to society than parents. Many of the parents are not educated or aquainted with the new methods of child upbringing and it devolves on the teachers to educate them and the approach must be friendly and sympathetic. Parents have to be educated, as without the harmonious adjustment of school and home, children belonging more to home than to school might develop split personalities.

Considering various possibilities of parent-teacher-cooperation, we, the teachers of a new school in the coal district of Dhandad tried to bulid it up with the full cooperation of the parents. The school started thus. The chemists and technicians of the Fuel Research Institute of Dhanbad felt the need for a school for their boys. One Jesuit Father came to their

help but where was the building ? So one of the bungalows for assistant directors was lent out for the purpose and the school started with a handful of teachers, very few of them trained but all very enthusiastic to do pioneering work in the coal field in the field of education. This makeshift school attracted large numbers of students from all over the coal field as there was very little educational facility for the children of the owners of the black diamond. Batches of students also started coming from the industrial belt of the Sindri Fertilizer Corporation. Distance was no barrier to the enthusiasm of the students, who willingly covered fifteen or twenty miles to reach school in time. So a permanent and adequate school building with good staff was the necessity. Coal field has no lack of money but how to initiate the parents ? Fathers were more interested in the output of coal and mothers were mostly engrossed in household affairs and the few educated parents were affected by the culture lag of the place. But with the initiative of the Father Principal and few enthusiastic teachers a programme was adopted for contacting the parents on social basis. The teachers organised sports day, parents night and various other functions for the school. For sports day, guardians were asked to preside over the functions, participate in the sports in capacities of scorers, judges etc. The doctor guardians had to come with their first aid boxes and attend to any accident. Mothers with organising capacity had to take charge of the tea stall. All the guests, who were mostly parents were entertained by refreshments and teachers with the help of boys attended the guests. Parents came forward to sort out and arrange the prizes and one of the parents gave away the prizes and gave an address to the boys. The parents were not outsiders in the function but taking active part in organising it, they felt it was something their own and they came forward with all possible help in the form of money, things like chairs, tables, canvas coverings and also their own time of work. The sports days turned out to be wonderful social occasions, meeting grounds for all parents who were very proud and happy to take part in their childern's enjoyment and a new social nucleus grew up between the parents, teachers and children, all feeling that they were one.

In the same way parents' nights were organised by parent teacher cooperation. Students used to put up cultural shows for their parents who were guests of honour on these nights. There were no proper music or dance teachers in the school, for the coal field sadly lacked in that type of personnel and the school surely could not afford to have such specialists from Calcutta. A way out had to be found. It came to be known that a few well-to-do ladies of the locality, mothers of our school children, were musically minded and were taking coaching from a Calcutta musician on a weekly basis. These mothers were approached and a challenge was thorwn to them that their knowledge of art and music was useless if not put to some social use and that they should make some profitable use of these by teaching their children and their friends. The talented mothers atonce took up the challenge. They came forward very willingly as it was not only an opportunity to express their talents but they were very happy to teach their children something on an institutional basis and they also had the ego satisfaction of doing something for the community. A few of these ladies were talented singers and dancers and with the cooperation of teachers they put up beautiful imaginative shows. They used to spend whole days in schools, and they seemed to enjoy as much as the children did. Mothers were happy to see their children intimately in

school life and children were pleasantly surprised to see their mothers working with the teachers. Many mothers helped in the dressing up of children and getting up stage decorations. Thus the Tagore centenary celebration was a wonderful success. As the medium of instruction in the school was English, the "Post Office" was staged and the beautiful songs of Tagore were translated into English by some teachers and the actual Tagore tunes were supplied by a musically talented father, who was so enthusiastic that he used to take casual leave from his office or worked overtime to train up the boys in school and took a leading part on the final day. The coal field boys were trained to a high level and the coal-field people were given a glimpse of artistic culture and the prestige of the school ran high but it was possible only due to pooled recources of parents and teachers.

On the parents' nights, after the cultural show, the parents were invited to express their ideas about the school and the children were encouraged to speak out about any short-comings of the school they thought of and any constructive suggestion they could make. The parents never made any destructive criticism as they felt the school to be their own and a spirit of communion was built up between parents and teachers. During refreshment time, the parents were treated as honoured guests and teachers their benevolent hosts and both mixed freely, exchanged pleasantries and became friends.

Enthusiastic parents also joined the teachers in organizing excursions for school children and contributed for the increased enjoyment of children in every possible way, by supplying suitable conveyance, money, food and even contacting proper authorities whom they know and the parents seemed to be as much in need of these outings as their children and they took the cue from teachers as to how to utilise the educational tours for the increased knowledge of children, to teach them how to see and what to see .

These social occasions supplied by the school seemed to break down the class barriers of parents and they came to know one another on a more equal footing as they had the common interest, their children, and as a social life grew up between parents and teachers, an informal P. T. A., was founded. Parents gradually took up more and more active part in the making of a model, successful modern school which would serve the vital needs of children and which would be their own making. Even the executive officers of the Government, engineers, magistrates, lawyers came forward and from money collected by donations and was purchased for the new school and the initiative of removing the hut people from the site was taken by parents. Money flew in and even technical assistance was given to Father Principal and a beautiful school took shape in the wilderness of the coal fields serving the purpose of moulding better citizens of India in that industrial belt of our country. The school not only took parents' cooperation in the making of the building and developing the aesthetic tastes of the children but made them realise that they had an important role to play in the development of character of their children. The sense of right and wrong was not properly developed in the minds of all children, because of the existence of enormous class distinctions between the proprietors and the employees. Some of the children were not ready to accept the discipline of school life. The children of the school were supposed to sweep and clean their own class rooms, clean the school compound of papers, ropes or tins and dispose of the ubbish by setting fire to it and some of them thougt it beneath their dignity to do this work,

though stealing of stamps, fountain pens and even money was not very uncommon. In case of any insubordination or delinquency the boys were detained and talked over by the principal and then fathers were sent for to be made aware of the slips of character of their sons. These gentlemen were often so accustomed to domineer over others that they were too ready to think that the school was wrong and their sons right and often took the offences as childish pranks. Regular parent-training sessions were held, and sometimes parents even threatened to withdraw their children from the school, but the school never gave in and after long arguments and discussions the parents were made to see reason and realise the danger of letting their children go adrift, to turn into social dangers. They gradually understood the importance of forming a stable character. Attempts were made to hammer into the parents' minds that home atmosphere and guidance by parents were more important than school lessons in the moulding of stable characters.

The school is a living force of society there and parents are members of the school committee and we hope that these children will be progressive, active and dynamic citizens of India, ready to take part in the forward march of life. Both teachers and parents there, have the satisfaction of building up something very vital by their joint efforts and pooled resources and by setting up an ideal of self-sacrifice, vigorous work and cooperation they hope to make their children realise the value of making things with their own hands, own energy, own resources and not to be dependent on others, not to be lazy, not to waste time but to make the best use of what they have.

I feel that in the vast sub-continent of India there is endless field for building up such schools with parent-teacher-cooperation. I have my experience of working in a semi-urban area but our unfortunate rural societies are denied of all the civilised amenities of life and it is partly the responsibility of teachers to forge out a new life there through the schools they will set up with the help of parents, thus moulding not only the children but a new society there. To my mind it is easier to develop an in-group feeling there between parents and teachers, because rural people have very few distractions in life and I am sure parents will be glad to have some purpose in life and to get opportunities to learn and contribute. Thus teachers of villages will not only be school teachers but adult education teachers as well and by creating a social life with the help of parents they will not find life dull there . There are endless difficulties in rural life but it is no use magnifying difficulties, for after all it is our own country and we have to build it anew and we educated people the teachers, should find out means to reach the end, and one of the wonderful means of building up a living school society is by parent teacher-cooperation.

How to Make Teaching & Learning More Effective Through Projects.

(Condensation of a paper submitted by Sulekha Chakravarti for the Seminar Reading Programmes of the DEPSE for 1963 - 64)

Class VI is a very important class as it joins the work of two different school stages, namely, primary and secondary, it is in this class that the foundation of the secondary school stage is laid. Children come up to class VI after finishing the work of their primary school stage and it is here in class VI, that they are prepared for the harder and intenstve work of the secondary school.

The average age of the children of class VI is 10+ /11+ which is a very critical age, as many changes appear in their mind and body at this time. As a result children of this age, specially girls, become either very fidgety and inquisitive or rather absent-minded and moody and sometimes disinterested or disinclined to work.

This is the time, when some definite work and some definite responsibility should be given to them which can keep them busy and engaged in work ; but at the same time, the work must satisfy their interest and they must get pleasure and joy in doing that work. As a result of my long teaching experience, I have found that teaching through "projects" is very useful and effective at this stage.

Various subjects are taught to the children of class VI. The syllabi of history and geography for class VI are too wide. In history they have to cover the ancient civilizations of Egypt, Mesopotamia, Indus valley, China, Greece, Iran, Phoenicia and the stories of Lord Buddha, Confucious, Alexander, ChandraGupta, Asoke, Jesus Christ and others. In geography, besides physical geography, the two continents Asia, and Europe have to be learnt in details. Besides these they have to learn general science, mathematics, and three languages, namely, Bengali, Hindi and English.

Here comes the importance of correlation of subjects. Curriculum, split up into watertight compartments called subjects is meaningless to children.

The main theme of modern education is that children should learn through activities and should gather information for some purpose. In this way only does learning become meaningful to them ; hence they learn more readily when they see that their reading and learning are directed towards some end. It is this principle that underlies the "Project Method". Thorndyke says, "A project is the planning and carrying out of some practical accomplishment", and Kilpatrick defines project as "A whole-hearted purposeful activity".

Followimg are the characteristics of a project :—

a) Life situation or natural setting is essential

b) It has to be concrete and real.

c) Subject matter of project is vast and unlimited as opposed to the school curriculum. So projects should be evolved according to the needs of the class.

d) Subject matter is to be selected from life.

e) Most of the school subjects should be correlated.

f) Pupils should be given a large share of work.

g) New and natural projects should be taken up.

Projets may be classified as—

1) Major projects and (2) minor porjects.

By major project is meant one, that occupies a class during half the year or sometimes the whole year and that serves as a centre to which much of the formal school teaching is related. It represents a general idea or interest within which many other smaller activities, known as "units" are developed. Minor projects are those which are brief enough to be completed tn a short time, from a week to a month. They are also minor in this sense that they are not regarded as the centre of the whole work of the school. Younger pupils like minor projects which can be completed in shorter time as they lose interest if a project takes a long time. A project arises naturally out of the children's interests. What children are naturally interested in and busy themselves about in their play, is a concrete situation, a real portion of the environment, a real bit of life as the children see it. A good teacher makes use of this and shapes her course accordingly.

The Junior School department of the Gokhale Memorial Girls' School includes classes IV, V and VI (forms I, II, III) There are two sections in form III (class VI) in our school. The form mistress of one section teaches mathematics, scienee and geography in both ihe sections and the form mistress of the other, teaches Bengali, history, environmental study and health science in both the sections. So these two teachers always cooperate and correlate the subjects and divide the work of the project between themselves. Sometimes the help of the art teacher is also taken.

Problem :— The problem was how to make the wide and varied syllabus meaningful and interesting to the children and teaching through projects seemed to be the solution.

Procedure :— Generally at the beginning of the year, a discussion is held in class on their hobbies etc. Children are very enthusiastic in such discussions and it is sound that each child has some sort of hobby like stamp-collection, coin-collection picture-collection, ticket-collection drawing, gardening etc. So subjects like "Coin-collection," "Stamp collection", "Transportation", "Post Office" "Railway Station", "Seasons of India," "Mela" etc are chosen as projects because these subjects arise naturally out of the children's interests, besides, a large portion of the syllabus can be covered with the help of these projects and most of the subjects can be correlated.

The problems and general objectives behind all such projects are more of less the same. The specific aims differ according to subjects. Projects like "Transportation" "Coin-Collection", "Seasons" or "Mela" etc. are major projects which take nearly two terms or the whole year to be finished; whereas Railway Station, Post offlce etc. are minor projects and take about a month or so.

Generally one project is taken up in a year. But we have a training department attached to our institution and sometimes we have to accomodate the training students for their practice teaching. They have to take up one project with the class during their practice

teaching block which lasts for about a month. In such a case, the training student takes up one minor project and we, the teachers take up one major project. Two projects are planned out in such a way that they cover different grounds of work, so they do not hamper the progress of the class. As for example, when the minor project "Railway Station" is taken up by the training students, the teachers take up the major project like "Coin-Collection." General objectives behind these two projects are the same. Such as :—

1) To impart some knowledge in history, science, geography, mathematics, environmental study, and Bengali composition to the children.
2) To encourage the children to pursue their hobbies purposefully, to work independently, methodically and neatly in cooperation with others for a common goal .
3) To develop in them general knowledge, sense of responsibility, care for classroom properties, powers of observation, self-confidence, habit of reading and collecting information, sense of sharing with others, helping others and working for others, sense of unity between school-life and homelife so that school life becomes happy and joyful. friendliness towards all nations of the world, discipline and cooperation for smooth and methodical progress of work.

Subjects correlated :—

(A) Bengali (B) history (C) geography (D) arithmetic (E) science (F) hygiene (G) environmental study (H) art (I) hand work.

But the specific aims behind these two projects are different and they cover different portions of their syllabus. The specific aims in case of the project "Coin-Collection" were as follows :—

To teach the children —

1) History of the barter system and the introduction of coins, history of coins used in different countries and during different ages.
2) History of ancient civilizations, different religions and the reigns of different kings who introduced coins.
3) Geographical knowledge of the countries concerned (specially of Europe and Asia) their climate, minerals, crops, industries and the means of livelihood of the inhabitants
4) Currency systems of different countries and their value in relation to our Indian money.
5) Knowledge of new weights and coins.
6) How to write composition and letters.

Whereas the specific aims of the project "Railway Station" were :—

To teach the children —

1) History of the origin of the railways
2) The Lives of James Watt, George Stephenson and such other inventors.
3) Geographical knowledge of the railways of Asia and Europe — railways as means of transport, export-import of Asia and Europe etc.
4) Sums and problems on new coinage and llnear measures.

5) Civic sense - some rules and regulations which are to be followed when travelling in train.
6) Some health habits which are to be observed during travelling.
7) Moral responsibilities e. g. buying tickets, obeying rules, helping others, behaviour with others.
8) How to write composition and letters

As to the procedure of the project on "Coin-Collection," a general introductory discussion about the children's hobby was held and they were asked to bring their own collections. Then those coins were divided into different groups country-wise and date-wise, such as Indian coins, English coins, Russian coins, Japanese coins, Chinese coins etc. In connection with the Indian coins, the ancient Indus valley civilisation, reign of the Kushana and Gupta dynasties, story of Lord Buddha, geographical account of India etc. were taught. In connection with the Chinese coins, the ancient civilisation of China, story of confucious, geographical account of China etc. are to be taught. In this way history and geography were correlated. Other subjects were correlated as follows : —

a) Arithmetic — Coins of different countries and their value, currency-exchange rates, metric system.
b) Science :— different metals used for coins in different countries, process of coining and different kinds of machinery used for it.
c) Field-trips :— visit to the mint and the museum are to enable the children to observe and learn the actual process of making coins, the raw materials used for it and the different machinary. Before going to the mint, one period as preparation for the excursion was needed. Children were to frame a set of questions with the help of the teacher, so that they could put those to the guide at the mint. Then after coming back from the excursion a follow-up lesson was necessary when they could discuss what they had seen.
d) Language :—composition and letter writing on (1) Autobiography of a Paisa (2) My visit to the Mint (3) My visit to the Museum.
e) Drawing and Handwork (Group and individual) :— children prepared charts and albums of the following materials — (1) lists of names of coins used in different countries.
   2) Currency exhange rates
   3) Pictures of old coins collected by children
   4) Impressions of coins collected by children
   5) Compositions — essay and letters.
   6) Information about coins and the Mint.
f) Exhibition — an exhibition of the work done by the children was held at the end of the year. All the charts, pictures and albums were exhibited and the children themselves explained everything to the visitors.

One great difficulty had been experienced in this connection. Reference books on such subjects, suitable for the children of this age, were not available. They collected information from some magazines, Encyclopedias etc ; but for the bulk of the materials, the teacher had to go the National Library and consult reference books like "Ancient Coins"

by Sri Rakhal Das Banerjee and supply those to the children. Publication of some such books in regional languages is very mcch needed for the general education of the children.

This was an elaborate project and took about full two terms to finish. 25 to 30 lessons were spread out during the period of two terms. Definite assignments were set and the children proceeded unit by unit towards the goal. Children took the main role but teacher's role was none the less important. The teacher was always there to help and guide them and it is the teacher who supplemented their knowledge and information.

B. Procedure of the project "Railway Station" —

This was a minor project which was finished within a month. As an introductory lesson, a discussion was held as to how the children spent their holidays. In this connection, naturally "travelling by train" became the main topic and thus the project "Railway-Station" was chosen. Children were asked to bring their collection of photographs and picture postcards of different countries and those were divided country-wise. Two main divisions were Asia and Europe. About 12-14 lessons are needed for this project and those lessons were spread out over a whole month. Excursions to Howrah and Sealdah Stations were arranged in this connection.

The plan was as follows :

1. Lesson—Introduction and discussion.
I Lesson—Exhibition of children's collection and grouping and division.
1 Lesson—Preparation for the excursion.

Excursion :

1 follow-up lesson and division of work (group and individual)
1 History lesson—origin and history of Railways, different means of transport in ancient days.
2 Geography lessons—Railways of Asia and Europe— export— import— etc.
1 Science lesson—The lives of James Watt and George Stephenson and their invention
1 Arithmetic lessons—problems on Paise, linear measures etc.
1 Bengali Composition class—Compositions on
a) my visit to the railway station.
b) autobiography of a railway compartment.
1 Hygiene lesson—certain health habits which were to be observed when travelling.
1 Environmental study class—civic sense, rules and regulations to be followed, moral responsibilities.
1 Art class—Scene of a busy Railway Station
1 Handwork class for making charts, albums and friezes. At the end of the month an exhibition of children's work was organized when the children themselves explained everything to the visitors.

Thus some project either major or minor or sometimes both are undertaken in class VI every year and with great success. After experimenting on it for last few years, I find that the project method makes the pupils eager and enthusiastic enough to learn things. They find much more interest in such self-directed organisation of work in which their physical and mental resources are engaged to achieve a difinite purpose or goal. They love to work in

groups and competitive spirit is fostered. With their mental development, some social and moral habits are also developed and general knowledge i, increased. Habits acquiring foresight, initiative, originality, patience, and systematic procedure are developed· It also opens up new possibilities of interest to the teacher who is always there to guide the children.

Projects should be treated as a good method of handling textbook topics, but if only project method is followed in class VI, then necessary grounds may not be covered by the end of the year and the children may not be drilled in the fundamentals which is absolutely necessary for their future progress. So apart from 12/14 lessons in case of a minor project and 25/30 lessons in case of a major project, all other lessons should follow the usual class time table and thus mastery of the subjects which is the indispensable foundation for future work, is to be obtained through such regular and systematic practice.

IMPROVEMENT OF SCHOOLS

Report from schools included in the programme of intensive improvement sponsored by the DEPSE had appeared in the last two issuses (3 and 4) of Volume IX of Teachers' Quearterly and here follows the report from the fifth and the last of the group working at the present in the programme.

The Sakhawat Memorial Government Girls' School being one of the most outstanding schools in Calcutta had already a number of special projects in work when the headmistress went to attend the state-level conference at Rahara.

One of the projects was to bring together parents, teachers and pupils to a clear understanding of the work of the school. A cyclostyled brochure had been introduced for the guidance of teachers regarding attendance, leave, lesson planning, responsibilities, rules of discipline, procedures for the admission of pupils, fee collections, marking classroom registers, preparing progress reports and other general information and instructions in matters with which teachers were concerned in their day to day activities. For students, the school had a printed handbook with all required information and blank pages for (1) regularity records in which absences were marked along with reasons, (2) diary of excursions, visits and celebrations, (3) test marks and guardians' remarks. For parents the school magazine had a special page through which the headmistress communicated with them ; she also met them individually and in groups for informal and formal discussions for developing healthy cooperation.

Improvement of the teaching of English with the help of the "Structural" approach and new type tests was another important project in the school. The headmistress carried

out small experiments in trying to solve teaching and testing problems which cropped up from time to time in connection with these efforts.

The school also boasted of Crafts, Home Science, Humanities and Science clubs of which the Science club was the most inportant and had a grant from the Science Education Department of the DEPSE. The pupils were encouraged to beautify their classrooms and were given practice in public speech. Extra and Co-curricular reading was encouraged by Guidance and encouragement in language and literature classes.

The principles on which the efforts for the improvement in the teaching of languages were based were of (1) maximum possible contact with the language to be learnt, (2) correlation and (3) division of the studies into broad areas for improvement.

When, at the Rahara Seminar In October 1963, the headmistress of this school was requested to formulate a specific project for improvement, she selected the teaching of English with the following objectives to enable the pupils to (1) speak and write simple English eorrectly and (2) enjoy simple English story books. The school had introduced the structural approach from 1955 and was using the Deepak Readers with special permissiou from the Board of Secondary Education. Sets of pictures and teachers' guide books which go with these readers were also used. Two supplementary readers with controlled vocabulary, work books and self-help exercises were also used in each class.

One of the teachers of the school had received training in the new approach from the British Council, in 1954. She explained it to the others and gave demonstration lessons. Others were gradually sent for short course training under different auspices and subject teachers' meetings were used for the coordination of their work. Reference books were kept out on a table in the headmistress' office so that they were readily available to the teachers.

The approach was introduced first in class III (though English was taught in the scool from the K. G. upwards) and then gradually extended upto class VIII. The complete structural syllabus was repeated in class IX with the help of Deepak Reader V.

The teachers concerned carried normal teaching loads and followed one English group from class III to VIII. In formulating the project freshly, the headmistress felt that some attention should be paid to the improvement of the teachers' knowledge of English grammar and their ability to use the teachniques of the structural approach. She felt that senior teachers would be helpful in thls matter as well as in developing testing techniques and audiovisual materials.

Then, in September, 1964, in the report submitted on the project, it was mentioned that a few diagnostic tests taken in the first week of the school year had revealed that the students needed help in certain specific areas of general weekness. These areas were demarcated and measures for improvement planned materials for intensive drilling were prepared, reading of extra books was encouraged and the outcomes of these steps were repeatedly checked. This programme was used in all classes from V to IX, In estimating the results. it was felt that the pupils' knowledge of English had improved but the headmistress was not completely satisfied with the progress and replanned the programme under the guidance of experts from the DEPSE. She decided to request the teachers to avoid defects arising out of hasty daily prepration by having their teaching materials prepared during holidays and week ends. These

would then be modified as necessary and printed or cyclostyled for repeated use. The new materials would then be used in classes in place of the ordinary higher secondary pattern of working out precis, idioms. corrections etc. Though teaching in class was done mainly in English, the use of the mother tongue was not to be entirely banned and some translation was, also, to be allowed. Reading of extra English books was to be emphasised and promoted by systematic issues from the school library.

The work of rectification of weak areas was to continue in all classes and more drill materials to be prepared for classes V to VIII. Simultaneous teaching-testing procedures could go on through the area and a thorough examination would to be held in November 1965, a year after the introduction of the scheme. It was, however, felt that a few years of repeated experimentation and evaluation would be needed before definite conclusions could reached about the beneficiality of the project.

Reports on other programmes presented at the Jalpaiguri workshop were as follows—

1. Improvement of Parent-teacher relationship—

The specific objectives were to promote parent-teacher understanding, to know what the parents expected of teachers and teachers expected of parents and to clarify their aims and objectives as well as the practical realities of the situation. The aim was, in this way, to remove resistance and ensure co-operation and friendly relations between the two groups. It was expected that such a development would improve the learning situation because (1) the parents would then watch their children's studies at home (2) send them to school regularly, (3) there would be no confusion between teaching methods in school and home by parents and teachers working at cross purposes, (4) clashes of ideas between home and school would be avoided and (5) joint efforts of parents and teachers would improve student behaviour, reduce complaints and clear the atmosphere for effectve school administration.

The steps in the programme had been as following :— (1) It was explained to the teachears, (2) an agenda was prepared with the help of a few guardians, (3) seperate meetings were held with parents and teachers of different classes as well as with individual parents and teachers and (4) minutes were circulated.

In estimating the outcome of the programme the headmistress felt that the relations between parents and teachers had shown definite improvement, the guardians were more co-operative, mothers were helping in some school programmes and there were fewer complaints.

II. To improve staff meetings :— The objectives were to clarify issues and principles, to discuss classroom and school problems, to give and take suggestions for their solution, to formulate policies pertaining to the teachers' role, to exchange ideas to stimulate better work, to develop the teachers and to increase fellow feelings amongst them.

The procedures adopted for the achievement of these aims were to prepare well for each meeting by circulating the agenda and having comittees to discuss the issues in detail. Problems were invited from teachers, individual opinions were sought in individual interviews and general meetings were held once in every four weeks. Meetings of subject teachers were also held for exchange of ideas, clarification of methods and setting common goals.

III. Improving the spacing of tests and the weightage given to them. Instead of two, three sets of major tests had been held and these were staggered to allow time for preparation and correction.

IV. Enriching the morning assemblies :— by reading, from the works of great men and women and explaining and illustrating these. The pupils had liked the innovation and were being inspired to undertake extra readings to find out new materials.

V, Improving the teaching of general knowledge in classes III, IV and VII, VIII. In classes III and IV the pupils were encouraged to make scrap books and to read books on general knowledge. They were found to enjoy these classes greatly. Class VII worked in separate groups according to the school Houses. They collected clippings of important news and linked up series of news items into continuous accounts to prepare full reports on interesting developments. These were prevented periodically in question-answer and discussion lessons.

Class VIII had a question box in which questions were put through the week. They were taken out at the end and read out when the girls tried to answer them and, if they failed, the questions were then referred back for further studies under the guidance of teachers.

VI. Subject clubs were used for the purpose of general improvement of standards, and for making better use of the guidance given by the Career Master.

BENGAL WOMEN'S EDUCATION LEAGUE

The thirty-fourth Annual Conference of the Bengal Women's Education League was held from the 11th to the 13th February, 1965 in the hall of the Gokhale Memorial Girls' School and College.

The business meeting with the annual report, accounts and election of the General Committee for the ensuing year was held on the 11th at 2 P. M. Tea and snacks were served at the end.

Two sessions of educational symposia were held on the 12th. The first was on the applications of dynamic methods of teaching in schools in which Mrs. S. Sen Gupta, head-mistress, Lake School for Girls, Miss A. De, Headmistress, Muralidhar Girls' School, Mrs, R. Gupta, head mistress, Baghbazar Girls H. S. M. P. School and Mrs. K. Karlekar participated under the chairmanship of Miss. A. Dasgupta, District Inspector of Schools, Calcutta. The subject for discussion was the general failure of schools to introduce dynamic methods of teaching in classes and was approached by different speakere from the points of view of administration, curriculum, teachers, equipment and amenities. The curriculum was heavy, there were often tensions between administration and the head and the teachers, service conditions of teachers were generally poor, though they might not be as poor as in some ether services, many schools had small, unhygienic buildings and lacked even the minimum of library facilities and teaching aids, but in spite of all this, it was felt that the main obstacle in the way of introducing dynamic methods of teaching was more psychological, more a problem of orientation, the solution of which was rendered difficult on account of the rigid type of education undergone by most teachers in their schools and training colleges. Miss A. Dasgupta aptly summed up the discussion on an optimistic note, not overlooking the difficulties of the situation, but appreciating the human factor which she had seen to rise above material circumstances often enough for her to sustain her faith in the future of education.

The subject for the afternoon session was "Building our Scientists of Tomorrow" at which Dr. K, Mitra, Director of J. B.- N. S. T. S. spoke and Dr. D. M. Bose, Director of Bose Institute presided. Dr.Mitra gave an outline of how the Science Talent Search scheme was formulated to search out and foster talents in potential scientists when they were just leaving school, Dr. Bose in his presidential speech, referred specially to the cricumstances of women scientists,— how they could take up scientific occupations in spite of preoccupations with their homes.

There was only one session on the 13th, a show of some educative films borrowed from the British Council and provided by the Department of Extension Services of the Institute of Education for Women.

The gatherings on all days were good enough and that at the Seminars on the 12th being the large showed that, inspite of all that were said and done, teachers were still interested in technical matters of education.

BOOK REVIEWS

ARE YOU A GOOD TEACHER ? BY William M. Alexander, Professor of Education (George P. College for Teachers, U. S. A.). Published by Holt, Rinchart & Winston, New York. Price not indicated.

The book under review is one of the nine educational pamphlets received through the courtesy of D. E. P. S. E.

The author is the consulting editor of a series called the Rinchart Education Pamphlets in which the book uuder review has been included. It seeks to help, as may be inferred from the title, everyone who aspires to be a good teacher. But unlike any common treatise on Principles of Education or Teaching not only does it analyse what constitutes good teaching or enumerate all the qualities of a good teacher but also analyses the make-up of a good teacher in different perspectives, e. g. Active Leadership, Involvement of Pupils in Varied Learning Experiences, Working with Individual Pupils, Helping other Teachers, Cooperating in Educational Improvement, Strengthening Professional Organisations and so on. The suggestions are helpful to the teacher in playing effective roles on the various sectors of has professional life.

The author has attempted a nice analytical treatment which has made the subject-matter attractive and effective. Dry theories have not been jumbled together, but theories have been suitably arranged. Points have been classified in groups and sub-groups according to their affinity or other relations. The theories elucidated appear to be pointed in the context of illustrations from practical experiences of teaching situations.

The book, though primarily intorduced for the profession will be of much help to educational administrators as well particulary in selecting good teachers. The short pamphlet is full of stimulating suggestions.

Sri A. K. Basu. Lecturer, Government
Training College, Hooghly.

The Dual Progress Plan— A New Philosophy and Programme in Elementary Education- By George D. Stoddard, Chancellor and Executive Vice President New York University **Price 4. 00. Published by Harper Brothers New York.**

This is a report of a cooperative study project and experiment undertaken under the Department of School Education of the New York University. A working party was constituted in 1957 with financial assistance from the Ford Foundation. The experiment was undertaken in the agreeing school districts of Long Beach and Ossining N. Y. with pupils of grades I to V. It started in 1958, the first survey of outcomes was made in 1960 and then, a supplementary one in 1961. Granting that it is impossible to reach any firm conclusions on experience of such a short period, the very far reaching and fundamental changes broached in the programme are still worth considering.

The Dual, Progress plan has two aspects of interest to the Indian educationist, one from the point of view of integration of primary and secondary education and the other, from the

point of view of specialisation of studies for the development of special talents and aptitudes side by side with a broad general education.

Under this, the school day is divided into two halves for general and specialised education. It is proposed that the pupil's grade standing would be determined by the general part, but he would be free to pursue avidly a specialty according to his aptitude.

The "home teacher" is to be responsible for the "general" part, for registration and counselling, also for teaching reading and special teachers who would teach mathematics and science, music, arts and crafts, recreation and health and, begining with grade V, an optional sequence in a foreign language. The special teacher would work on a longitudinal basis, straight through the elementary grades, and, in a combined school, throughout the twelve grades. Test scores, profiles, ratings and sample items would furnish a continuous, comprehensive record and formation of social clubs based on content interest and cutting across the grades would be encouraged by all special teachers.

Really good tests would be used to rate the learning potential of each child in all the identifiable ability clusters to discover the slow, the average and the fast learners and adjust their programmes accordingly. This should put an end to the concept of average ability for a class calling for average performance under average teaching effectiveness and reduce the nagging of the dull and the neglect of the gifted.

Under this system, the bright child would be moved ahead through accomplishments that are truly at the top while the dull child would move along at a slow pace with simpler materials to discover counterpart skills and to be equated with all others in terms of respect of their character and personality. The two fundamental factors in the "emerging youth" would be (1) An expectation of achievement adjusted to general ability and specialised aptitudes and (2) a complete acceptance of and regard for the sovereign personality of the child no matter what be does or fails to do.

The theoretical base of the plan consists of four principal elements—

1) The concept of cultural imperatives and cultural electives.
2) The dual progress of the pupils.
3) A reorganisation of the curriculum.
4) A new design for teacher preparation.

"Cultural imperatives" have been described as what every school child was expected to know. The two massive ingredients of this are language and social studies. Language is all inportant because it is almost synonymous with intelligence. Tests of general intelligence depend almost entirely upon vocabulary, the understanding of sentences, general information and solving of problems whose abstract differentials are found in language. Practically all communications between persons of any age are carried on in language and a deterioration in language arts, renders a person progressively incapable of meeting scholastic or occupational standards. The social studies, defined as one unified complex of learning elements in behaviour, history, government and current events, spreading out from the self to the larger community, is a cultural imperative for the citizen and the social man.

On the other hand, cultural electives are special aptitudes excellence in which is prized by society but the lack of ability would not make anybody less of a good citizen :— such as

music and arts, the satellite language programme, mathematics and science. All children do not have requisite talents in these, nor are they necessary instruments for day to day living. Their designation as electives would permit an enormous amount of attention to the talented pupil and decrease the pressure on others.

It may cause surprise to many to see mathematics and science included in the elective part, but that is based on the idea that, beyond school, everyday life rarely calls for more then a slight facility in arithmetic and that real scientific knowledge is confined to an elite handful of mathematicians, physicists, chemists and engineers. The author, however, does, not bar out the opening of a "new age of reason" in which science would be recognised as a way of thinking, a tool of thought, a measure of of understanding and controlling nature when science and Mathematics might become cultural imperatives.

American educational tradition has been analysed in proposing a reorganisation of the school curriculum on the basis of cultural imperatives and electives for the dual progress of pupils. Dewey's contributions are listed as what he helped to chase out of American schools and the positive bases he provided. Some of the things that, John Dewey drove out are still haunting the Indian ones, such as —"almost no attention to individual differences; book learning as the exclusive aim of schools; intellectual orthodoxy ; the teacher as autocrat ; a lack of reality in content ; the sanctity of memory ; primitive tests and measures, neglect of meaning ; a reliance on mental discipline ; ..... the low status of teachers ;...... hostility towards play, teamwork and project .." On the positive side, John Dewey set education upon a reasoned basis, he brought out the essential ingredient of interest and allurement and made the child-centred school a reality.

The concept of "the self-contained class-room" which the author declares as "obsolete" and wants replaced by the Dual Progress Plan, is examined. The auther postulates"— We learn to do neither by thinking, nor by doing." From this point of view, the group activities used in schools in the teaching of subjects have no value by and in themselves, field trips, such as — "an organised visit to fram, factory or courthouse" have "immediate motivational devices" but almost always amount to "unthinking use in aggregative experience." Learning to think is needed for building up defences aganist the slanted article, or the unexamined argument" against being "easily swayed by political oratots, salesmen and smooth talkers".

The question — "are these moves towards better learning and a more creative life well-started in the framework of the selfcontained classroom ?" — is asked and the author's answer is that such development is not compatible with any theory of a lump of learning.

Further, the activity-centred, selfcontained classroom accepts children as workers and tries to create a verisimilitude to life, but there is a difference — there is no definite conscious purpose apart from what is observed in terms of the experience of others, hence the centre of experience is trivial and unproductive and has to be buttressed by shorter range satisfactions for the children.

In putttng the Plan into experimental action radical changes were not made in subject matter but only in the organisation of the subject matter. The regular school grades were accepted with an "averaged core" in language, social studies and the descriptive

aspect of natural science technology and the contemporary scene. Though the time for evaluation (2/3 years) was too short, yet the outcomes and opinions were mostly favorable and the shift between the first and the second assessment seemed to move towards greater acceptance.

There had been some difficulty about teacher-orientation ; the following four interrelated parts were accepted as the bases for total education of a teacher—

1) A liberal education.
2) An extended knowledg of the subject area taught.
3) Professional knowledge and
4) Skills of practising teaching. It was sought, in addition, to remove artifical differences between the core and the specialist teachers.

In the last few chapters the book gives a resume of the trend of movement in American schools from the "layer cake" grade system to the pupil-based free methods and discussions on mind, matter, the environment, intelligence and the pursuit of excellence with reference to their educational implications.

Kalyani Karlekar.

Selections

Orign Of The Daul Progress Plan

(This is the first Chapter of the book Dual Progress Plan by George D. Stoddard, reviewed in this issue).

Over the past few decades the elementary grade system in the United States has been exceptionally free from those massive experiments and demonstrations that are designed to effect radical changes in curriculum, methodology, or school organization. Elementary education is indeed, a conspicuous example of the unexamined life on the American scene. Criticism is chiefly external, but it is mounting and no longer be dismissed as the chronic condition of unhappy persons. Neoprogressive schools, having failed John Dewey, have not as yet achieved solid virtues of their own or covinced the American public that education is truly on the right track.

The classrooms are filled with talking and talking about, but they are short on thought-into-action. Outside the school there is a great deal of doing, but for the child it is rarely purposive in terms of the reach of our culture ; it lacks form. Casual learning is stultifying if one fact is made equal to another, with only a faint glimpse of any intellectual structure. Schools at their best select and evaluate content, placing it in a framework reference that is free from guile. Education, to deserve the name, must be the straight goods.

It is not enough for child or youth to be placed in a situation where knowledge is being displayed. The learner, perhaps covertly, must accept a place in a field force. There must be a tension to which he responds, so that his state will be improved once he has achieved insight. This does not call for the application of irrational or harsh stimuli, but rther for a careful setting that culminates in the desire of the pupil to learn. Frequently the motivation is social, for in the group there is opportunity for a division of labor and there is a sense of belonging. Since children learn to be sympathetic toward—and to help—the child who is on their side, every good teacher attempts to develop a full camaraderie.

Today everybody is trying to reach the mind of the child in order to see if it might become the mind of a mathematician, physicist, chemist, or engineer. These are the disciplines stressed in the Russian ten-year schools, altough lately there has been some easing of pressure there. All we know about children's abilities points to a lack of talent for such subjects at the higher levels on the part of at least half the boys and of a larger fraction of the girls. In spite of notable exceptions, there appears to be a genuine sex difference in technical aptitude and interest. We may predict, therefore, that the Russians, regardless of accumulated shortages, will back away from the idea of advanced technical training for every-body ; otherwise, they will turn out a large batch of neurotic technologists. In either case, as Lee Dubridge advises, let us solve our own problems, not theirs.

Since it will take long time to make up for the shortage of mathematicians and seientists, we had best start soon and far down in the school grades. The whole business of getting beyond the "lick-and-promise" stage calls for enormous expenditures of public funds at local, state, and national levels. It demands a new dedication on a national scale to the principle of life adjustment through learning.

There are new and somewhat radical ways to reach the mind of the child. Thus we should consider seriously the extension downward through the first grade of a modified form of the junior high school plan.

A home teacher is placed in charge of two rooms, on a half-day basis for each, she is responsible for registration and counseling; she teaches reading and the social studies. The other half-day is assigned to special teachers who teach mathematics and science, music, arts and crafts, recreation and health, and—beginning with grade five—an optional sequence in a foreign language. The special teacher in each subject offer the work on a longitudinal basis straight through the elementary grades, and in a combined school throughout the twelve grades. Thus the special teachers, as a team, are in good position to judge the quality of special aptitudes and their course of growth throughout the child's school life. Test scores, profiles, ratings, and sample items furnish a continuous comprehensive record. All special teachers are to encourage pupils to from social clubs based on content interest that cut across the grades.

Generally a pupil's grade standing will be determined by his home teacher, but he will be free to pursue avidly a specialty according to his aptitude. A fifth-grade pupil may play in the high school band or orchestra, and a pupil gifted in mathematics or science may be brigaded with like-minded students in more advanced grades.

The home teacher (usually a woman) is in charge of both sections of her grade. Scince one of her funcions is to be concerned with pupil orientation, she concentrates on knowing the pupils, the families, and the neighborhoods, linking this knowledge to the work in social studies. The pupils gifted in writing are discovered and encouraged by the home teacher as a part of her work inreading, writing, and speech.

The specialsists ofler their work as (a) basic education for all, and (b) as an opportunity for the gifted.

At this point we come squarely upon a demand for truth and sincerity in the educational process. Between television shows, there is much worry on the part of adults over the failure of high school and college students to grasp the fundamentals of mathematics and science. Many American parents regard skill in mathematics, science, or a foreigh language as something fine for the children, something they themselves missed and never plan to make up. There is a halo effect. Many teachers, too, want these experiences for the child, not for showcase purposes, but in order to prepare him and to deepen his awareness of our culture. They realize that this will not come about through any casual contacts. Hard work is involved, and a serious intention. For example, there will be pupils of low aptitude in mathematics. What mathematical future is in store for them ?

Slowly the answers to these and similar questions are appearing on the American scene. Divide and conquer ! On the basis of really good tests—new ones are called to rate carefully, subjeet to change, the learning potential of each child in all the identifiable ability clusters. Discover the slow, the average, and the fast learners, and adjust their programs accordingly. In short, put an end to the concept of average ability for a class, calling for average performance under average teaching eflectiveness. This means a playing up of the spread of talent as a means of reducing, on the one hand, the nagging of the dull and, on the other, the idefensible neglect of the gifted.

It may be predicted with confidence that the redesigning of text books, method and testing procedures in all fields will yield dramatic results. To achieve them there must be a convergence of three great streams of knowledge : (1) a knowledge of the discipline through to its advanced levels ; (2) a knowledge of the psychology of learning. (3) a knowledge of new methods of teaching.

The net effect for special subjects will be a continuity which is lacking in our layer-cake grade system. The principles of mathematics, science, or art engendered in the early years should serve the pupil well. As the special teachers also make use of devices, they will accustom the children to a further degree of self-learning.

The system should reduce lost motion and aimless drill. The time saved should go to a tracking through of the child's concepts and understandings, the teacher acting as a kindly but firm guide who possesses the invaluable trait of expecting each child to do his best. This "best" is not simply the first attempt, the first recitaiton or report ; it consists rather of better and better achievement through the mutual efforts of teacher and pupil.

It may be asked, also what will the bright child do under this plan ? Presumably if he is bright in most respects, he will be moved ahead somewhat, grade by grade, but only through accomplishments that are truly at the top of any particular grade. If he has a special talent, as in music, he may move fast up through the simulated grades, while staying in his particular homeroom which is based on allround maturity. This is more easily accomplished under a longitudinal scheme of teaching, counseling, and advancement than under the standard grade system.

If may be asked also, what will become of the dull child ? Again, if he is teachable in a particular grade, be will move along at a slow pace with simpler materials, but this does not mean a complete abandonment of the concept of mastery with respect to whatever he studies. The chief concession will be in the substitution of description for analysis, and in the spreading out at a given level of difficulty. With respect to the mental hygiene of slow-learning pupils, it is important to discover counterpart skills and firmly to equate these children with all others in terms of respect for their character and personality.

The Two Halves of The Dual Progress Plan

By way of a "preview", it may be helpful to recapitulate the main differences and similarities that obtain between the graded (core) segment and the ungraded (vertical) segment under the Dual Progress Plan.

Segment A

The school Grade

1. The cultural imperatives English (speech, vocabulary, spelling, penmanship, grammer, reading, writing, literature) and social studies (geography, history, government, current affairs) offered in grade units, with sectioning on the basis of ability in each grade, health and physical education.
2. Each pupil is expected to achieve up to his limlt ; he may skip a grade if his performance remains superior at the higher level.
3. This learning begins at about the age of one, and continues throughout life, it is the standard equipment of the educated adult. The line of learning is relatively steady, massive, broadly based ; there is time. (In future, more of the expanding world of science will penetrate this core segment, but a full acceptance of scientific methodology will disturb some solidly entrenched beliefs practices, and superstitions. It is easier to believe than to know),

Segment B

Ungraded

1. The cultural electives (mathematics, science, art, music, foreign language) oganized in systematic subject-matter sequences, on the basis of ability and interest of the pupils, who are grouped accordingly.
2. Except for the rudimentary levels (as in computation or general information), each pupil is expected to achieve in accordance with measured aptitudes and interests ; he may, with dignity, avoid the abstract levels ; he may, on the other hand, rapidly reach the higher levels.
3. Beyond a few useful skills and some information about, this learning, for many presons, scarcely begins at all ; only a a few carry it far. These specialized abilities are not necessarily developed in the "educated" adult. Early discovery and training are crucial, if mastery is the goal.

4. At one extreme, a lack of learning is called illiteracy ; it shades into the designation "feeble-mindedness", if the opportunity to learn is present. Early disadvantages can, and should (it is felt), be oevrcome, as in the speech habits of the foreign-born. However imaginative and scholarly writing (poetry, novel, drama) is specialized and not required ; with later elementary grades it should from the main content of the curriculum for the gifted.

5. At the other extreme. this learning is source of personal and cultural maturity for all. Its "top" is the allround person—the reader, the conversationalist, the man of affairs, the writer.

6. This learning penetrates all subject matter ; its relation to general mental ability is high.

7. The teacher is a specialist in the culture pattern. (In a large school system English and the social studies may be separately assigned,) The teacher may be unversed in science, art or music.

8. Teacher education comprises
   (a) A base in the liberal arts and humanities.
   (b) Educational foundations in philosophy, psychology, and seciology.
   (c) Specialization (English and/or social studies) or physical education.
   (d) Practice teaching and field experience, methods.

4. The future is higly differentiated as between the talented and the less gifted. Unlike speech (every one speak), performance in music, art, or science tends to be restricted to those who are able and willing to achieve a measure of excellence ; all others are content to enjoy and appreciate.

5. This learning is the basis of spe—cialized vocations and professions, or it may be a hobby, a means of recreation and personal encichment, Its "top" is the person who gives us the masterpiece the thrilling performance, the orginal work.

6. Each specialization is relatively independent of the others. The common factor of reading comprehension, however, is of high importance in many aspects of science.

7. The teacher is trained in depth with respect to mathematics, science (or both), graphic and plastic art, music or a foreign language.

8. Teacher education is the same as for the grade teacher, except that the specialization is in mathematics, science, art, or music.

9. The teacher studies child and educational psychology, he is expected to understand and to like children.	9. The same as for the grade teacher.
10. Year by year, the pupils move up to another teacher, their contact with a teacher is limited to one year, although "team teaching" may modify this some what.	10. The pupils may again be assigned to the same specialists, for the latter are not restricted to grades.
11. The grade teachers presently are women, this preference based on sex may continue.	11. Many speciailsts in the ungraded segment will be men, they will be able to avoid a designation such as "fourth-grade teacher", which has become sexlinked.
12. Through counseling, special programs, festivals and the like, a cross-fertilization between the pupils graded and ungraded classes is maintained.	12. The same as for grade teacher.

REPORT OF THE CENTRAL SCIENCE CLUB ACTIVITIES, '64—'65 EXTENSION SERVICES DEPARTMENT, INSTITUTE OF EDUCATION FOR WOMEN, HASTINGS HOUSE, ALIPORE.

Sovana Dasgupta

The Central Science Club started its activities after the Summer vacation by electing Sm. Anima Bose of Multipurpose Govt. High School as Secretary, Sm. Sandhya Samajdar a teacher trainee at the Institute as Asst. Secretary, and Sm. Kalpana Ghosh, as treasurer.

In our monthly meeting in September Sm. Roma Gupta of Sakhawat Memorial Girls' School gave a talk on her experiences in a Training College in the United States. Her lecture was accompanied by slides which made it all the more interesting.

Mr. Pai of Birla Museum accompanied by some of his colleagues came to one of our meetings and gave a demonstration of simple experiments that can be performed to illustrate some basic principles of electricity. Questions & discussions by the members which followed showed how interested they were.

Mr. Stone of the British Council explained to us how Science could be taught with the help of gramophone records. We listened to him and our comments & opinions were taken by him.

A visit was arranged later on to the Birla Museum. Quite a number of members went on this trip and the exhibits as well as the films were very instructive.

The children's science corner had extended an invitation to our Science Club members to visit their work room at the Lake Stadium. It was very interesting to watch young boys working at Scientific models and apparatus on their own. We could get some ideas as to how to conduct science club activities in schools.

The Central Science Club paid visits during the course of the year to Bethune School and Lake Girls School to help them with organising Science Clubs for which the students were eager & for which they would be receiving grants from the N. C. E. R. T- Both the schools have since started having regular science clubs.

It had been decided during a meeting called in December that the Annual Science Fair for Girls Schools will be arranged during the first week of February. The schools were being informed and all arrangements were being made when unfortunately everything had to be postponed due to unsettled conditions in Calcutta. Due to the fact that when the situation returned to normal, teachers and schools were busy with the Board Examinations as well as with their other school activities, the Science Fair together with the other programmes which had been fixed up along with the Exhibition had to be cancelled athogether. This was regrettable.

We hope that with better co-operation from Science teachers of different schools the Club activities during the coming academic year will be more interesting and fruitful.

REVIEW OF WORK

Nothing significant or hopeful happened in the Department in the period under review. The special programme of "Emotional Integration" pushed over from 1964 on account of student unrest could not be held because of the teachers' strike. It is true that our teachers are amongst the worst paid in the country amongst the intellectual professionals, but that does not take away from the fact that all movements using students or reflecting upon their studies have very dangerous impact not only on the educational system but also on the future of our country. This is, therefore, a time for all teachers to pause and ponder over the questions whether such strikes, whenever resorted to, have brought sufficient benefits to compensate for the harm done and whether any other instrument can be evolved by which the interests of teachers could be furthered more effectively and without such disastrous

reflections on teacher-pupil relationship and educational standards. It is also time for all good teachers to consider whether they are doing professional justice to themselves and reaping the emotional satisfaction of work competently done.

A very unfortunate condition prevailing in our country is that teaching is not generally accepted as a subject for expertese as medicine, engineering and other professional subjects are. This is an area of technical knowhow flooded over by "non-technical personnel". People often wonder why trained teachers go back to their work to become worse than they were before, but it cannot be otherwise so long they contime to be controlled by those who have no training themselves and that is one or the reasons why teachers do not get the respect or remuncration available to other accepted categories of technical people.

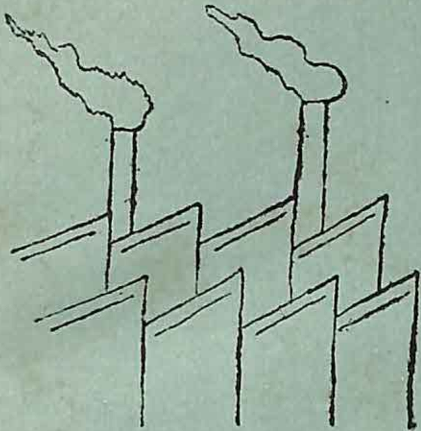
Part of the responsibility, however, lies with the teachers themselves. That we donot take pride in our profession is a fact. It is natural for a self-pitying group to receive contemptuous pity from the society outside its circle. It has become clichetic to say that good brains do not come to the teaching profession because there is neither money, nor honour in it. Do we mean, thereby, that our own brains are not good, or that some of us are the exceptions that prove the rule ? Whichever way may it be, there could have been no more demeaning admission. We are ill-paid because we are easily replaceable and we are not honoured because we have lost our self-respect. Even now it is not too late to remember that if we donot have good brains we can have good hearts,—the most important ingredient in the recipe for the making of good teachers and, if we are indifferent scholars, our prefession is one in which we can go on learning and acquiring precious "knowhow" which no amount of academic theorising can give.

It is a good augury of a change in the general attitude that the National Council of Educational Research and Training has been devising schemes fer encouraging and developing teachers with honours, rewards and research grants. They invite seminar papers from practical teachers on their professional experiences and award merit prizes on them. They leave also initiated a system of grants on experimental projects in secondary schools with the help of which teachers can work out ways and means of improving their teaching as well as have interesting professional experience. These experiments can be undertaken by single schools or by groups of several schools. Further, a number of schools have been selected by the Directorate of Extension Programmes in Secondary Education (under the N. C. E. R. T) for general development through intensive improvement programmes.

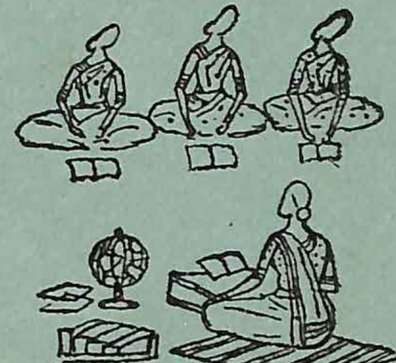
It has been the good fortune of this Department of Extension Services to have sent up prize-winning seminar papers in each year of the functioning of the scheme, to have helped in the working of a few successful experimental projects and to have drawn five schools into working in the improvement programme. It is hoped that the coming year will enable us to work with more schools for the professional recognition of secondary school teachers.

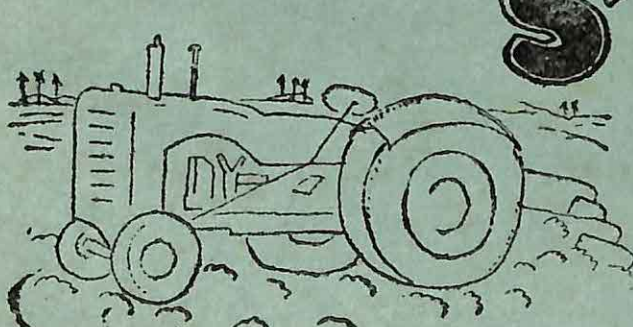
Kalyani Karlekar

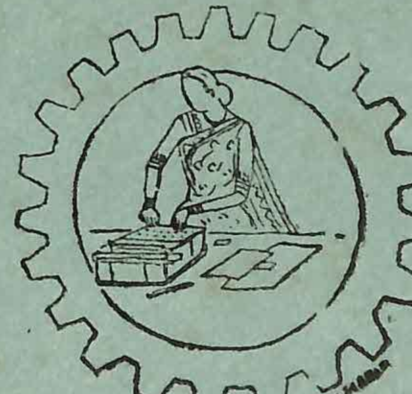
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TEACHERS' QUARTERLY







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TEACHERS' QUARTERLY

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FOREWORD

The heads of educational Institutions occupy key positions in society. Even in normal times they play a dual role,—as the administrative as well as the academic heads of their institutions. In times of emergency it is their job to provide proper leadership, not only to their own staff and students—but to the general public in their area, specially in villages and small towns.

The administration of an institution requires attention to a hundred and one things. There are accounts to be maintained properly, returns to be submitted and what not. Much of the work is more or less mechanical, no doubt, but it is only when these are conducted smoothly and efficiently that the head of an institution can devote adequate time and attention to the (educationally speaking) more important aspects— viz, the human and the academic side.

On more than one occasion we have conducted special workshops for the benefit of headmistresses and each time we were impressed by the enthusiasm shown by them in the constructive discussion on various aspects of school administration and organization. Fuller reports of the workshop are being published in the pages of the Teachers' Quarterly.

It was heartening to know how sincerely the headmistresses wanted to improve and raise the standard of their own institutions. It was noteworthy how serious and conscious they were of their responsibilities, not only regarding the academic improvement, but also of the all-round educational development of the children in their charge.

If teachers, under the leadership of the headmistresses in various institutions are able to educate their children for responsible and well-disciplined conduct, then half their job is done.

Such schools would naturally serve as cultural centres of the locality. Such schools would be able to serve as ideals and assume leadership in times of national emergency.

Nalini Das.

Administrative Training Course, June 7th to 19th 1965

(A summary of Discussions from Notes maintained by Sm. G. Majumdar)

7th June, afternoon Session :—

Resource person -— Sm. G. Majumder. D. I. of Schools, 24 Parganas.

Subject -— The Role of Headmistresses.

Points of Discussions :—

(1) Relationship of the headmistress with students, staff, members of the managing committee, guardians, neighbouring boys' and girls' schools and outsiders, co-operation and co-ordiuation with the Education Department.

(2) Maintenance of attendance registers of students and teachers.

(3) Appointment and dismissal of teachers.

(4) Deputation of teachers for further training.

(5) Number limit in class and accommodation.

(6) Headmistress to be conversant with the rules and regulations of the Board of Secondary Education and the Education Department of the Government.

Comments of the participants :—

(1) Regarding good relationship with the managing committee, the general feeling was that local and party politics and other extraneous considerations guided the members so that they forgot to look into the interests of the school. If the system was changed so that the Education Department formed the managing committee with persons really interested in women's education, then the headmistresses could work better.

(2) Relationship with the neighbouring boys and girls schools could be maintained better if an appeal to the effect were made to all schools by the Education Department.

(3) As appointments were made by the managing committee and the headmistress had very little say in the matter, it was felt that they would not be able to persuade the commttees to make appointments according to requirements unless the Education Department helped them in the matter. The same held true regarding dismissals.

(4) The headmistresses felt that the Education Department should reduce the number of students from 40 to 30 and 50 to 40 in the lower (up to class VIII) and upper (class VIII upward) classes respectively.

(5) The feeling was that often rules and regulations could not be observed effectively on account of undue interference by managing committees.

8th June, Morning & Afternoon Sessions :—

Resource person :— Sm. A. Dasgupta, D. I. of Schools, Calcutta.

Subject :— School Accounts.

Points of Discussions :-

(1) Sources of income—donations, tution fees, subscriptions, grants in aid etc.

(2) Maintenance of cash book, acquittance roll, contingency accounts, subsidiary accounts, loan register, providend fund etc.

(3) Maintenance of library accounts, stock book, accession register, issue book.

(4) Introduction of class library system, issue book for each class.

(5) Collection of tuition fees by class teachers.

Comments of the participants :—

(1) Quite a number of headmitresses said that the cashbook was maintained by the Secretary and the clerk and they had no access to the accounts and had to sign them without verification.

(2) Subsidiary accounts and separate pass books could not be maintained because of shortage of funds.

(3) Libraries could not be enriched nor could class libraries be opened because of inadequacy of funds. It was proposed that the Education Department could consider the case for extending library grants to all schools.

(4) In schools where classes were held in the morning, the periods were so short that the collection of fees by teachers would hamper the progress of studies. Fixed dates for collection of tuition fees would not be convenient in schools where the majority of students belonged to the middle classes.

9th June, Morning Session :

Resource Person :— Sm. Santi Banerjee, Headmistress, Sakhawat Memorial Govt. Girls" School, Calcutta,

Subject :— The Role of the Headmistress.

Points of Discussion :—

(1) Improvement of the standard of schools.

(2) The Headmistress' function as educational leader, coordination, administration,. planning, supervision, guidance, discipline, evalution,

(3) Drawing cooperation from all.

(4) Qualifications of a successful headmistress—academic & professional, presonality impartiality, reading habit, patience, progressive outlook, resourcefulness, tact, good manners, health, personal integrity, sympathetic attitude. She must be approachable, optimistic, scientific, able to cultivate human relations.

(5) The school should subscribe to suitable journals for teachers and students to read.

9th June. Afternoon Session :—

Resource Person :— Sm. Banerjee

Subject—The Role of the Headmistress.

Points of Discussion :—

(1) Framing of a time table.

(2) Class visiting by the headmistress.

(3) Posts not to be kept vacant.

(4) Proper utilisation of time during school hours.

(5) Checking of late attendance by teachers,

Comments of the Participants :—

(3) Headmistresses should be given the authority to make appointments in leave vacancies upto a maximum period of three months.

10th June. Morning and Afternoon Sessions

Resource Person :— Sm. G. Majumdar,

Subject :— The Role of the Headmistress.

Points of Discussion :—

(1) a) How the headmistress should prepare for the recognition of two-class, four-class, junior high school, ten-class high school and upgrading into higher secondary school.

b) Who should apply, to who and how.

c) Time for applying.

(2) How to calculate the admissible number of teachers for a school.

(3) How to manage a school with shortage in staff.

(4) Extension of services of superannuated teachers—who, to whom, when and how to apply,

(5) Revised pay scales of teachers and clerks.

(6) Maintenance of acquittance,

(7) How to frame a school time table.

(8) Deputation of teachers.

(9) Teachers to be always kept acquainted with all Depertmental Rules and rules of the school.

Comments of the Participants :—

(3) The headmistress may be given the authority to appoint substitute teachers in eave vacancies upto a maximum period of three months.

(5) It was not possible to pay teachers according to revised scales because the he schools did not have sufficient funds and grants in aid were received late.

11th June, Morning Session :

Resource Person :—Sm. A. Dasgupta.

Subject :— Syllabus, Lesson Diaries, Short Tests.

Points of Discussion :—

(1) Preparation of syllabuses for the year.

(2) The need for alertness of headmistress' and teachers in watching progress,

(3) Need for cooperation with each other.

Comments of the Participants :—

1)) The syllabuses were too heavy for completing in a year.

(2) Constant change, leave, irregular attendance of staff hampered progress.

(3) The above also hindered the growth of spirit of cooperation.

11th June. afternoon Session

Resource Person :— Sm. A. Dasgupta

Subject :— Extra Curricular Aeti vitities

Points of discusslon :—

(1) Extra-curricular activities should be done mostly at the end of the year, after the annual examinations.

(2) Groups—not necessariy classwise should be formed according to the aptitudes of the students.

(3) Teachers with special aptitudes should be utilised.

(4) To avoid wastage of time, the cultural and other functions to be held during the year should be kept in view while framing the programme of extracurricular activities,

14th June, Mornlng Session

Resource Person :—Sm. G. Majumdar

Subject :— The role of the Headmistress,

Points of Discussions :—

(1) Co-education in neighboring schools stands in the way of the progress of girls' schools—the headmistress to be alert about taking steps when necessary.

(2) Scholarships and stipends granted by the Government should be dispensed correctly and in time.

(3) Discipline, silience, punctuality etc. to be maintained durning the prize distribution ceremony and other occasions.

(4) Headmistress' duty to prepare and guide young new teachers and specially to note that they did not come with blank minds before the District Selection Committee.

(5) How to deal with complaints from guardians, teachers and outsiders.

(6) The headmistress as the Assistant Secretary of the school should see to it that appointment letters were given to new teachers and all dues, the last pay certificates and release orders are given to teachers who were leaving the school.

(7) Discussion of various problems in relation to the above.

14th June, afternoon Session

Resource Person :— Sm. S. Bannerjee

Subject :— The Role of the Headmistress

Points of Discussion :—

(1) School discipline

(2) Maintenance of standards in promotions and admissions.

(3) Problems of teaching and learning raised by the participants,

(4) Change of textbooks every year—to be discouraged unless absolutely necessary.

Comments of the Participants :

(4) New schools have to change books often because of lack of experience.

15th June, Morning Session

Resource Person—Sm. J. Dasgupta, Headmistress, Govt. Girls' Multipurpose Schoo Alipore

Subject :— The School Code.

Wor done :— The School Code was discussed in details.

16th June, Morning Session

Resource Peson—Sm. G. Majumder

Subject—The Managing Committee

Points of Discussion—All points regarding its functions, the framing of the constitution, cooptions etc,

Comments of the Participants :

(1) The headmistresses felt that the present type of constitution was defective and needed change,

(2) They felt that the Education Department should have more control over the schools amd real educationists should be nominated by the Department to managing committees

19th June, Morning Session

Resource person—Sm. G. Majumdar.

Subject—General discussion on the traning course and problems by Headmistresses,

———

List of Participants in the Administrative Training Course

1. Sadhona Biswas—Adarsha Balika Vidyalaya, Asokenagar
2. Sobha Bhattacharya—Balika Bani Mandir,Chinsurah
3. Abha Sengupta—Balika Vidymandir, Suchitanagar.
4. Parul Sengupta—Benoy Balika Vidyalya. Bansdroni
5. Kamala Mitra—Bansdroni Chakdaha Balika Vidyamandir, 24 Pergs.
6. Arati Banerjee—Chakparan Kantakhali Belmoni Girls Jr, H. School
7. Smritikana Gupta Roy—Dakshin Barasat Girls' School.
8. Abha Samaddar—Dhakuria Pareshnath Balika Vidyalaya H. S/Multipurpose, Cal-31
10. Mrinalini Biswas—Helencha Girls' School, Helencha.
11. Amita Chowdhuri—Haranath Girls' H. School, Baghbazar,
12. Suruchi Mitra—Kumar Ashutosh Ins. for Girls Dum Dum,
13. Sneha Rakshit—Kamarabad Girls' H. School, 24 Pergs.
14. Pankaj Acharya—Khalisakota Adarsha Vidyalaya for Girls.
15. Anupama Chatterjee—Lake School for Girls' Calcutta—29
16. Anju Dutta—Mukhada Balika Vidyalaya, Nutanpara.
17. Sulata Seth—Nanibala Balika Vidyalaya, Cal-6

18. Barna Roychowdhury—Rishi Auribindo Balika Vidyapith
19. Suhasini Sengupta—South Calcutta Girls' H. School. Cal-35
20. Kamala Sen—Santamoyee Girls' H. School. Purulia.
21. Aruna Roy—Sri Arabinda Balika Vidyamandir, Calcutta-28
22. Kalyani Banerjee—Saptapalli Deshbandhu Balika Vidyalaya, Tababeria.
23. Manju Sarkar—Santinagar Balika Vidyalaya, Barrackpur.
24. Radha Purkait—Sri Ramkrishna Vivekananda Nari Siksha Mandir, Mathurapur.
25. Manjusri Mazumdar—Uttar Dum Dum Vidyapith for Girls, Birati.
26. Tripti Roychowdhury—Yogada Satsanga Palpara Balika Vidyalaya, Midnapore.

Report on the Workshop on Mathematics

By Bijaya Gupta.

There were fifteen participants in the refresher course in Mathematics held at the Ramkrishna Mission Asram, Sarisha under the guidance Sm. B. Gupta of the Institute of Education for Women and Sm. A. Chatterjee, Addl. Inspectress of Schools, 24 parganas. The period of the course was from 31. 5. 65 te 12. 6. 65. In the earlier Sessions contents were discussed. An workshop on the preparation of teaching tools and apparatus was held in the afternoon seessions. The participants were divided into three groups working for Arithmetic, Algebra and Geometry respectively. The members of the **Arithmetic group** were :—

1. Sm. Purnima Sarkar
2. ,, Deepali Das
3. ,, Jharna Hait
4. ,, Namita Das
5. ,, Aparna Ghosh Choudhury
6. ,, Rekha Chakravarty
7. ,, Shibani Sen

The **Algebra Group** consisted of :—

1. Sm. Nilima Mukherjee
2. ,, Bani Dutta Gupta
3. Subhra Samaddar

The following members belonged to the **Geometry Group**

1. Sm. Kalyani Bera
2. ,, Ujjala Das
3. ,, Priti Kundu
4. ,, Subarna Roy

While discussing the difficulties experienced by the teachers, the causes which make Mathematics appear to be a difficult subject were enumerated as follows :--

1) Negligence and want of adequate efforts on the part of the children (2) irregularity 3) want of individual attention by the teachers 4) lack of appreciation of the perfect rigour of the mathematical reasoning on the part of the young children 5) defective teaching methods and 6) the common notion that one need not be ashamed if one cannot learn Mathematics. The following remedial measures were suggested :—

1) Individual attention should be paid to all children and special attention should be paid to irregular and backward children.

2) proper drill work should be provided to all the children and none allowed to remain idle 3) the teaching should be psychological and interest should be created through the use of proper appliances. Problems should be taken from common life and the utility of the study of Mathematics should be made clear to the pupils and (4) Mathematics being a sequence subject proper sequence should be maintained in teaching the subject. The teacher should be well prepared with proper lesson plans and make the whole class participate in the devolpment of the lesson.

Topics from the courses for classes VI—VIII were discussed. Some typical problems on L. C. M., and G. C. M., Fractions, Averages, Square Measures, Time and Work, Time and distance in Arthmetic were considered, emphasis was given on pictorial or graphical representation of data in various Arithmetical problems which should he taken from the common life as far as practicable. In Algebra, Symbolic Representation, Directed Numbers, Formulae, Factorisation, Equation and Graphs were dicussed. The idea of symbols and their uses should be made clear from various Arithmetical examples. In introducing directed numbers references may be made to the different scales of measuring temperature, profit and loss, debit and credit, increase or decrease from a fixed quantity, movement to the right or left of a fixed object, the upward or downward movement from position etc. The idea of a fixed or standard position should be made clear. Addition, subtraction and multiplication of directed numbers should be explained with reference to the geomertical representation of the numbers, various geometrical problems on the construction of triangles, and several theorems were also discussed. The importance of the analytic method in Geometry was explained. Pupils should have knowedge of various geometrical concepts through experience by observing objects around them.

The members of the different groups prepared the following apparatus :—

1) A chart showing the geometrical representation of directed numbers the standard position being the foot of a vertical post, the horizontal distances on the right hand side of the post being + vo and—ve respectively.

2) Charts showing the geometrical presentations of different cases of addition and subtraction of directed numbers.

3) Charts showing (a) a graphical representation of the daily attendance of children of a particular class in a week and (b) the different speeds of a school boy as he goes to school from his house.

(4) Ge‿merical representations of the formulae for $(x + a) (x+b), (a+b)^2, (a—b)^2$ and $(a^2 —b^2)$

5) A model showing the use of Artithmetic in everyday lifc

6) Charts showing the different steps and figures in explaining the following examples :—

(a) a man moving at the rate of 84 metres per minute travels from Dum Dum Airport to Calcutta and buses run from Caicutta at intervals of 6 minutes. At what intervals will the man meet the buses ?

(b) from a cistern half-filled with water 30 litres of water were taken away and then $\frac{1}{3}$ of the cistern was found to be filled. How many litres of water would be required to fill the cistern ?

(e) Find the greatest number of children to whom 90 oranges, 72 Mangoes and 36 apples can be equally distributed.

(d) three brothers come home from their boarding schools at intervals of 14 days 18 days and 21 days, respectively. They left home for their schools on 2nd January, 1964. At what date did they meet again ?

(7) different rectangular and triangular blocks of wood demonstrating the theorem of pythagoras.

(8) a model showing the generation of angles of varous sizes.

List of Participants in the Mathematics Group

1. Namita Das—Adarsha Balika Vidyalaya, P. O. Habra, 24 Pergs.
2. Nilima Mukerjee—Asokenagar Balika Banipith for Girls, Habra, 24 Pergs.
3. Manju Roy—Balika Vidyamandir, Suchitanagar, P. O. Haltu, 24 Pergs.
4. Purnima Sarkar—Bansdroni Chakda Balika Vidyamandir, Bansdroni, 24 pergs.
5. Ujjala Das -Bantra B. B. P. C. Girls H. School 160. Belilious Road, Howrah.
6. Aparna Ghosh Chowdhury—Dakhin Barasat Girls' School, Daksin Barasat, 24 pergs.
7. Sibani Sen—Khalisakota Adarsha Vidyalaya, Birati, Calcutta—51
8. Subarna Roy— ,, ,,
9. Subhra Samaddar—Madhyamgram Girls H. S. School Madhyamgram, 24 pergs.
10. Pritikana Kaunda—Rabindra Vidyapith for girls, Laskarpur, Garia.
11. Kalyani Basu—Ramkrishna Vidyapith for Girls. Dhakuria, Calutta-31
12. Dipika Das—R. S. Girls H. School, Tamluk.
13. Jharna Hait ,,

13\. Rekha Chakravarti—Santigram Balika Vidyalay, P. O. Barrackpur, 24, pergs.

15\. Bani Datta Gupta—Sarada Vidyapith, P. O. Behala, Calcutta-34

REPORT OF SUMMER COURSE IN SCIENCE.

(Based on the Syllabus for Class VII and VIII, held at R. K. Mission Girls' Higher Secondary School at Sarisha, from May, 31 to June, 12th, 1965.)

By Sobhana Dasgupta.

This year it was proposed to hold a refresher course in Science during Summer based on the syllabus of classes VII & VIII. The Girls' Higher Secondary School at Sarisha was chosen as it was thought that teachers from 24 Pergs would get a better chance of attending. Besides, the school offered many facilities regarding board and lodging of the participants and the school authorities were kind enough to welcome the idea & offer their hospitality.

The course was started on May 31st, and a short opening function presided over by Sja. Nalini Das was held to welcome the participants. Work began from the afternoon of the same day. After a preliminary discussion regarding difficulties of teaching in schools and the many problems faced by teachers, the actual course was started. Each day was divided into 2 sessions. Mornings from 10 A. M.—I P,M. were devoted to lectures and discussions and afternoons from 1.30—4.30 P.M.—to laboratory work. Regarding the theoretical portion the idea was to go deeply into those topics which are dealt with in these two classes. Most of the teachers were very eager to learn & they participated enthusiastically in the day's work. Time was very short, but the more important topics could be covered, though rather hurriedly. The school has a fairly good laboratory and their teachers assisted in the practical work. Most of the significant experiments in this course were performed either individually or collectively by the participants.

The afternoons of the last 3 days were allotted to apparatus making. Charts were made on some topics on General Science which can be explained better by illustration. All the teachers were not familiar with the use of drawing materials and lettering, and they found it very instructive. Plasticine and paper pulp models were also tried out fairly successfully.

On the closing day on May 12, a small exhibition of the hand work was arranged. Besides charts and models, some experiments dealing with the topics of classes VII & VIII were also displayed.

Dr- P. K. Dutta, A. D. P. I., Sja. Santi Dutta, Chief Inspector of Women's Education Sja, Nalini Das were among the guests who had come to the closing function.

On the whole the short course was quite profitable for most of the teachers. The standard of teaching and discussions could not be maintained at a very high level due to the diverse academic qualifications of the teachers. Three of the 15 science teachers who attended the course had Science traintng only upto the Secondary or Higher Secy. level, two up to the Intermediate standard and the rest were pass Graduates in Science. Only one of them had already obtained the B. T. degree. But it was felt that the meetings and discussions & laboratory work did help to bring about better understanding of some principles of Science and Science teaching.

DETAILS OF THE TREATMENT OF THE SYLLABUSES OF CLASSES VII & VIII.

We tried to show the students as much as possible how these experiments could be done with the minimum of apparatus possible and also with improvised apparatus. Exchange in weight can be detected without a balance by means of an arrangement with a block of wood and a ruler & thread, used tin cans, earthenware pots, balloons etc. were used freely—to demonstrate the physical principles required.

CLASS VII

Theoretical	Practical
Compositon of air--	Presence of O_2, CO_2 & Moisture in the atmosphere. Composition by volume.
Respiration —	Products of respiration—
Rusting—	Controlled expts. to show the necessity of O_2 & moisture for rusting.
Combustion —	Conditions for combustion
Water —	
Sources —	
Purification —	Decantation, Filtration, Distillation etc.
Solubility in Water —	Conditions for increasing solubility
Maximum & minimum Thermometer	
Wet & Dry Bulb Thermometer — Humidity of water.	
Water cycle	Demonstrations Illustrations
Energy --	
Transformation —	
Sources of heat —	
Light —	
Wave theory —	

CLASS VIII

Theoretical—	Practical
1. Pressure of air —	Crushing can experiment, Bursting of balloon
Barometer	study and reading of Barometer
Pumps	Observation & use of Syphon pumps,
Siphon	Syringe—construtcion of Syphon
Syringe	

Effect of pressure on boiling	
2. Water pressure,	
Balancing columns of water	Experiments with Hare's apparatus.
pressure of liquids. ·	
Water wheel, water dams.	
Transmission of liquid pressure	Demonstration
Archimedes' principle —	Demonstration & experiments to show this
floating bodies —	principle withtin can etc.
Density, Specific gravity	Specific gravity of different substances.
Hydrometer, lactometer.	
3. Magnetism	
Discussion —	Magnetic field, poles. Mariner's compass
	Electrolysis of water
4. Chemical Reactions	
Decomposition of water —	
Mixtures, compounds —	
Elements, metals, & nonmetals	Separation of constituents of Mixture.
Atoms, melecules, chemical combinations	
5. Oxygen—Preparation, properties, uses—occurence	Preparation & study of properties
6. Carbon—	
Different types of carbon —	
Imortant compounds of Carbon — CO_2	Destructive distillation of coal and wood.
	Preparation and study of properties of CO_2

BIOLOGY

General ideas regarding Plant & animal life—their differences, classification.
Germination of seeds done experimentally.
Flowers - leaves—collected from the adjoining garden.
Models of amoeba, germination, also some Physiological syatems of the human body prepared.

LIST OF PARTICIPANTS IN THE SCIENCE GROUP

1. Nisha Mazumdar— Asoke Nagar Banipith Girls' H.S School.
2. Rina Guha— Balika Vidyamandir Suchitanagar, Haltu,
3. Juthika Chatterjee— Icchapur Girls' H.S.School,
4. Krishna Dasgupta—Khalisakota Adarsha Vidyalaya, Birati.
5. Shefali Banerjee— Nanibala Balika Vidylaya, Calcutta— 6
6. Pratima Guha— Raikumari Santanamoyee Girls' H. S School, Tamluk
7. Kalyani Chakroborty— Ramkrishna Vidyapith, Cal— 31
8. Sumitra Bhattacharya— Rajkumari Santanamoyee Girls H. S. School, Tamluk.
9. Sova Bhattacharya— Ramkrishna Vivekanda Nari Siksa Mandir, 24 Pergs.
10. Jharna Mukherjee— Santinagar Balika Vidyalaya, Barrackpur.
11. Anima Bhattacharya— Uttar Dum Dum Vidyapith, Birati.
12. Archana Dey— Vivekanda Vidyapith for Girls, Calcutta— 32

The Role of the Headmistress

(Summary of a Talk by Sm. G. Majumder in Connection with the Administrative Training Course held from 31st May to 12th June 1965)

by Suruchi Mitra.

Sm. Majumdar explained the importance of the headmistress in the administration of an institution.

The head's first and foremost duty was to maintain happy relations with the people around her, viz, the staff, the students, their guardians, secretary and member of the Managing Committee of the school. She had also to come into contact and deal with the officials of the Education Department and the members of the public.

In her dealings with the staff and the students the headmistress had to be strict, but kind and impartial and able to make everybody work adequately and sincerely. She must extend her helping hand to everybody as needed, but must firmly control insincerity in work and indisipline in manners and methods. It was, again, through love that she could draw feelings of love and respect towards her from the students and the members of the staff.

The head had to deal with different types of the guardians and to impress upon them that they shared with the teaching staff the great responsibility of building up the careers and characters of their daughters. Parents' or Mothers' Days should be organised periodically in the school to discuss solutions of problems of the teaching of different school subjects. Suggestions from guardians should be taken always and utilised whenever necessary.

The headmistress must be very careful in dealing with the different categories of members of different interest that constituted the managing committee specially, as very few of them would be educationists, the headmistress should be on guard so that nothing irregular or detrimental to the interests of education was allowed to be brought about. She must tactfully persuade everybody to follow the rules and regulations of the Department and never allow any relaxation even to details.

The establishment and maintenance of friendly relations with neighbouring schools was another function of the headmistress. Meeting of the heads and teachers of these schools should be organised for the discussion of details of problems of teaching, administration, admission, transfer etc. as also of the general improvement of education in the locality.

The general public would also come into the purview of the headmistress' good relationship because the public image of the school would depend on her behaviour with outsiders,

The relationship of the head with the Education Directorate of the State was, firstly of seeking guidance whenever necessary and of keeping the officials informed of the problems faced by the schools. Secondly, she must be fully conversant in the departmental rules and regulations and adhere to them meticulously.

Touching upon the role of the head in securing efficient work, Sm. Majumdar said that the way she could make the staff and the pupils work hard was by working hard herself.

About appointment, confirmation and dismissal of teachers, she said that it was the duty of the headmistress to see that properly qualified teachers were appointed in vacancies and to keep the question of the qualifications and efficiency of the existing temporary staff in the matter of absorbing them in the permanent cadre.

The question of dismissal was as important as that of appointment and should be attended by strict principles of justice. No teacher should be dismissed without proper, timely and regular warning nor without giving her sufficient time and opportunity to improve herself.

In selecting and approving untrained graduate and undergraduate teachers, they should be sent to the Selection Board for interview after giving them sufficient time to gather experience in the work of teaching.

In deputing teachers to the B. T. course, deputation should ordinarily be granted according to qualifications and seniority in service. In special cases, however, this principle might be relaxed in order to give impetus to specially enthusiastic, good, and qualified teachers.

Teachers working in deputation vacancies should be accommodated in permanent posts if they were adequately qualified and the school had vacancies to offer.

Headmistresses should specially concern themselves with the problem of overcrowding in classes because teaching became a farce if school classes had unwieldy numbers of pupils and personal relations between teachers and their pupils could not grow in overcrowded rooms. The head must be careful and strict at the time of admissions and must not yield to requests of the secretary, members of the committee, or other influential persons. Permission of the Education Directorate could be sought for exceeding the maximum number of pupils allowable in a class only under special circumstances, but this should never become a general practice.

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Improvement of Teaching in Schools

(Summary of a talk given by Sm. A. Dasgupta, D. I. of Schools, Calcutta, in connecton with the Administrative Training course held from 31st May to 12th June 1965)

Summary by Pankaj Acharya

Miss Dasgupta touched on the following points in course of her discussion.

(1) The Syllabus, (2) Lesson Diary of Teachers and (3) Short Tests.

Introducing the subject she spoke about the general tendencies of teachers. About 80% of them would do their duties properly if the headmistress was vigilant, only about 10% were particular about their work and would do their duties earnestly in any case, while the remaining 10% were either careless or diceitful.

It was not possible for the headmistress to visit every class every day. She must, therefore, work out some method of checking up the teachers' work from her own room. She must also ensure that the teachers completed the whole year's syllabus, specially as the first part of the year, upto the Saraswati Pujah was wasted in most schools.

Each year's time table should be prepared by the headmistress during the Pujah Vacation of the previous year and circulated amongst teachers and students on the first day of the new session.

Book lists should be prepared during the annual examinations and issued to students on the day of promotion. A leaflet giving the date of the opening of the next session and requesting the parents to buy the books for their wards immediately should be prepared and given to the parents on the same day. All this was for making it possible for the school authorities to start work immediately from the beginning of the session on the importance of which Miss Dasgupta laid great stress.

If the headmisstress wanted, she could fix the 2nd January as a day for teachers to prepare the syllabuses for the whole the ensuing year. As teachers often had a tendency to leave out some parts of the syllabuses, it was for the headmistress to ensure that the whole syllabuses prepared by the Board of Secondary Education were finished within the sheduled time. The Headmistress should take special care in checking the syllabuses of new teachers and the sewing teacher and check the syllabuses of the whole school with prescribed text books. Special attention should be given to junior school classes i.e., V-VIII.

Miss Dasgupta drew on the black board the following model of an ideal syllabus.

Class VI, History.

First Term—Jauuary to May.

1) In Search of the Past.
2) The Early Man
3) The First Dawns of Civilization
4) The Different Branches of the Aryans.
5) The Phoenicians and Jews.
6) The City Life of the Greeks.
7) The Persian Invasions.
8) The Life and Teachings of the Buddha.

She said that if the teachers wanted, they could divide this syllabus further to show how much of the work would be done each month.

Miss Dasgupta also said that teachers should maintain their daily lesson diaries in short, concise forms and put up a model in the black board as following :—11.6.65—

First Period— Class VIII

English Poetry

First Two Stanzas.

She added that the headmistress should check on these diaries at the end of each week (on Saturday) and put her signature on them.

Discussing the matter of evaluating instruction Miss Dasgupta mentioned that, generally schools held two examinations in a year and said that the examinations, specially in higher classes, should be of the same standard as the external examinations. In addition to these, she said, there were three types of short tests, viz., the weekly and monthly tests and classwork, for which "marks" can be given.

Too frequent tests sometimes made students examination-minded which made for general neglect of regular studies. To prevent this, the teachers taktng the tests should announce the dates only one day before they were held. The headmistress could fix the first period of the first or the last day of the week as the weekly test period and keep the teachers in charge of these tests free at that time by turns Invigilation at these tests should be very careful and strict against the adoption of unfair means and teachers, therefore, should not do any other work in that time.

Miss Dasgupta suggested that classwise markbooks should be maintained. "Mass" corrections, she said, could be worked out on black boards in lower classes. To give impetus to improvement, subject prizes could be awarded to those who maintained 80% in lower and 70% in higher classes. Failing prizes school certificates of merit also would create sufficient enthusiasm amongst students.

Miss Dasgupta touched upon the matter of home tasks very briefly and said that this work should by given in such a manner that children were not able to copy each others work and remarked thta mathematics was a subject for which regular home tasks was a necessity.

She felt that extra-curricular activities should be encouraged each year after the annual examinations were over. The students of the whole school could be divided into different groups to work on different subjects such as— handwork, sports, theatricals cooking, gardening, chartwork etc. according to their interests and abilities. These groups should be guided by the the teachers in their work. The headmistress should nominate teachers-in-charge of the groups and often check upon the work done by the students under them.

At the end of Miss Dasgupta's talk, there was a lively discussion on the problem of students' negligence in the preparation of their daily lessons. Miss Dasgupta said that this was the major problem in every school today and that discipline should be enforced strictly. She prefered detention at the end of school hours as a mode of punishment and said that a "detention period" should be introduced into the time table of every school and parents should be informed of this in the beginning of the year. This period snould be divided subjectwise and teachers in charge of every subject should stay back to help the detainees to prepare their lessons,

Parent-Teacher Co-operation

(A Prize winning Essay in Seminar Reading Programmes 1963-64)

Shanti Banerjee

It is now universally agreed that the welfare of the children is best served by the closest co-operation of the two groups, the parents and the teachers, the inevitable partners in the child's development.

The primary job of the school is to teach. But none should overlook the fact that the school's capacity to teach is limited by the child's capacity to learn, and there are many things other than natural endowments, that affect children's ability to learn. If children are to be free to develop their full potentialities, they need to be free of the handicaps of ill health, remediable physical defects, emotional tensions, poor environment, and feelings of anxiety and rejection. If children are to be helped at school they must first be helped at home. A good school helps to foster all desirable characterestics in children, but it is undeniable that the major influence upon children is their home and the society in which they are born and brought up. Therefore, to succeed, a school must have full cooperation of the parents and they together must be able to exercise influence over the society.

When teachers help parents to understand what the school program is trying to accomplish, when parents participate with teachers in studies of school aims, children have a better chance of success in school. When teachers and parents pool their information about children, when they coordinate home and school standards for children's behaviour children are happier and more secure both at home and in school.

Many a parent cannot understand some school rules and regulations although they may de entirely reasonable from the teacher's angle. Teachers have often had their eyes opened in informal talks, to the effect upon the home of what seemed to them simple requests, such as, a book must be purchased before the next day : that money must be brought for some worthy purpose. But parents usually support school activities when they know what is going on and why an activity is important.

If parent and teacher cooperation is decidedly a beneficial factor in the education of the child, what are the ways and means of effecting it ? Good relationship is the foundation for cooperation.

In our country, conditions differ widely from good city schools where the parents generally come form educated middle class families, to remote village schools where the parents are generally poor and are hardly acquainted with the alphabets. In the next few paragraphs conditions essential to cultivate good relations with educated middle class parents will be discussed. Some of these being the essentials for general good relationship should hold good under all circumstances.

The head of the institution is everywhere the key person. He must realise that he alone will achieve but little, the teachers, the pupils, the servants, and the sweepers all are partners. They must first have good relations with each other. They should be united in

policy and precedure. This is an important step, otherwise good work done by one can easily be destroyed by another.

The most firm ground for establishing good parent teacher relationship is good instruction offered by the school. Actually good parent teacher relationship and good teaching are inseparable. This supplemented by good personality of teachers, command respect, which half accomplishes the job. Attempts to secure cooperation will not be successful unless the school commands a certain degree of respect of the parents.

As very large gatherings are not conducive to proper discussions, periodical classwise meetings should be called and one annual general meeing including all the classes is sufficient. The general comlaint is that very few guardians turn up when called for, unless there is some form of entertainment by the pupils. The writer's experience is fortunately very different. Last year an invitation to discuss general matters secured the presence of about fifty percent of the guardians, and there were requests from them to call meetings to discuss the teaching of English in particular. This was done and the attendance was satisfactory.

Nowadays the guardians are extremely interested in their children's education and their interest in their children's school is increasing. But certain things must be kept in mind.

1) When the parents are called there must be something positive to disuss. Nobody likes to or can afford to waste time. They should not be called only to be told of their children's shortcomings.

2) When the children's faults have to be discussed care should be taken to make as correct appraisal of the pupils as posible.

3) Criticism must be very cautious and never public. Most parents identify themselves with their children and any derogatory remark on the intelligence or behaviour of their child is taken as a reflection on their own lack of intelligence or failure in bringing up their children properly. Feelings should never be wounded.

4) The parent's view of the child, his opinion in the method of bringing up children his sense of value, though not identical with those of the teachers' should never be slighted. Parents often resist the teacher's efforts when they think he is trying to rebuild them.

5) The school should be able to offer concrete suggestions for the improvement of the pupil. The guardian is not interested in listening to the problems only which probably are already known to him.

Parents' suspicions and resistance to change in the school practices come from the feeling that learnings they have known and valued are being discarded. They may wonder whether thc newer ways of teaching will result in the skills they want their children to have. It must be remembered that when parents resist there is a reason. Friendly relationships increase the possibility of finding the underlying reason. Resistance is less likely to happen when the "whys" and "wherefores" are explained to the parents. On the other hand, the the teachers' resistance to parents' qnestions only increases parents' resistance, Therefore questions should be encouraged. Most parents want to know what goes on at school but sometimes they hesitate to ask. They may not know what to ask or they may

fear that their questions would be taken as meddling with or casting doubts on teaching. The teacher who senses these hesitations and takes the intiative will win the appreciation of many a guardian.

Teachers should be honest with parents. There can be mistakes on the part of both the teachers and the parents. But where there is honesty the way for discussing differences and coming to an understanding is open.

Invite suggestions :—Sometimes there are suggestions and objections parents would like to make, and these are often worthwhile and reasonable. But they hesitate because they doubt whether these would be welcome. The block is removed when one day the teacher asks "what would you suggest about this ?" and suggestions flow in. Teachers should be able to take constructive criticism and useful suggestions in good spirit.

Ask for help : People generally are pleased when asked to help. Parents are no exception. Of course, their ability to help must be estimated and no unbearable burden should be thrust on them.

Parents want the teachers to know their child as an individual, to like him and to accept him. A teacher is wise who never underestimates parents' love and concern for their child. Parents have big emotional stake in their families. It is hard for them to look at their children objectively. All that they do is bound up in their hopes and ambitions Teachers who understand this have the cornerstone of building good relationship.

And above all it is important to live up to expectations. Parents expect great things of the school.

It must be borne in mind that bad practices, such as unjust punishments, or refusal to explain certain practices when asked, do not make friends ; on the contrary the possibility of cooperation vanishes.

Teachers must be careful in their concern to build good relationships. It is not an end in itself. The aim is to have better schools, and good education. They must have backbone and sometimes knowingly incur the parents' displeasure in the interest of the best long range results for children for example by not granting promotion to an undeserving child or by adopting disciplinary measure against an ill-behaved child whose misbehaviour is likely to apread.

A major goal of every principal should be as far as possible to familiarize parents with what is taught and done in his school, how and why ; and to provide opportunity for parents to express themselves to become a part of the school program. Parent participation should be honest, willing and sincere, not window dressing. The areas of participation should be clearly defined to avoid misunderstanding and trouble.

Areas of co-operation may be classified roughly into two general categories :

1. Those shared by professional educators and parents, namely planning extra-curricular activities, setting homework policy, planning school meals and health program etc.

11. Those primarily the responsibility of professional educators are areas in which decision should be based upon professional study, such as "teaching to read" or 'how much grammar should be taught." This does not mean that laymen should have absolutely

no entrance in this area. It is somewhat akin to a patient's relation to his doctor. People like to have the teacher tell him what he is doing and why, but cannot expect him to put him through college. Parents have right to expect a teacher to do everything possible to teach their children to read, but they do not have a right to tell him how to do it.

It must be remembered that the parents are teachers too. Because of the danger of confusing children with different teaching methods, parents have been admonished not to try to teach. That is the school's job they have been told. But many parents know that it is impossible to avoid teaching. Many children have suffered because their parents have attempted to teach them by a method different from that used in school. Schools can do much to help children as well as to relieve and assist parents if they will tell parents what they can do to help.

Things are changing fast. It is absolutely necessary that the parents and teachers keep up with the modern trends and upto-date knowledge of bringing up children. They can organise study circles and learn together which should prove of great value.

Many think that parent-teacher co-operation, given special attention in the early school years, can be tapered off later. Experience tells that parent participation tends to become less and less as the child grows older. But that does not prove that such participation is not necessary. Matters of common interest do not decrease although they change in character and complexity. The child brings all of himself to school, whether as a beginner or at the end of school, and he takes his school-living home with him. But to suit the altered conditions, the areas and approach to co-operation must be changed.

All through, a principal must always keep in mind his long-range goals and move persistently but if necessary, slowly towards those goals. He must be alert not to permit the school to become involved in petty controversy, make strategic concessions on minor issues, but hold to his ultimate objectives. He needs skill in discovering a common ground on which people with diverse interests or points of view can work together. He needs to clarify issues, identify problems and guide discussions toward constructive ends. He must assist the school staff in working with parents in working with the school. Study, observation, thinking and research is necessary.

This paper is written keeping mostly the school in view; how the school should work at securing co-operation of the parents. Much is to be said as to how the parents should work at it. That cannot be dealt with in this paper beacuse of the limitation set.

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Selection

An Illustrative Action Research Study

(The action research study outlined below is taken from "Action Research Workshop", a publicatien of the Extension Services Deperment of the Sri Ramkrishna Mission Vidyalaya Teachers College, Coimbatore Dt.)

1. Pin-Pointed Problem :

What shall we de to improve the Teaching of 'Stocks and Shares' under Elementary Mathematics to the X and XI Sandard in High Schools ?

2. Probable Causes For The Problem

(a) A prejudice created against this chapter by previous batches of students, by parents at home and even by teachers.

(b) Teachers had not done this work when they were at school.

(c) Probably the as signments for this chapter are not prepared and graded as carefully as the other assignments, owing to the comparative inexperience of teachers with this topic, as it was introduced only recently.

(d) The difficulty of weeding out the unnecessary data, which are often mixed up in questions on stocks and shares.

(e) Failure to make this topic concrete by correlating it with real life

(f) Bewildering terms like preferred stock, consols, etc. used in the questions.

(g) Shares and stocks rarely come within the everyday experience of the average boy.

(h) Failure to distinguish between stock and cash.

(i) Failure to grasp when to add the brokerage and when to subtract it.

(j) Introducing too many new principles, rules or difficulties in one lesson unit.

(k) Failure to give mental work to the children.

3. Action Hypothesis :

If (1) I make the chapter on stocks and shares concrete by explaining the principles involved with reference to real life situations and (2) frame a series of carefully graded and clearly worded assignments, cut into well-defined lesson units introducing only one new principle, rule or difficulty at a time and (3) give my pupils training in sifting the relevant data from the irrelevant, then there will be a distinct improvement in the work of the chidren in this topic.

4. Baseline Data :

Information on :—

(a) Whether the majority of children in standred 10 and 11 dislike the chapter and if so, why ?

(b) Whether the majority of teachers find their children backward in this topic, and if so, their reasons and suggestions.

(c) The performance of the present XI standard in this topic after doing it, using my old methods and asignments.

(d) The common errors and deficiencies of the children in this topic.

5. Tools For Collection Of Data :

(a) Questionnaire to children.

(b) Questionnaire to Mathematics teachers.

(c) Tests on stocks and shares to Std. 11, one, of the new objective type and other of the old type after finishing the topic,

6. Action Programme :

What is the teachers to do ?

(a) Prepare detailed notes of lessons for this chapter (i) explaining the principles involved with reference to real life situations (ii) giving the children training to sift the relevant data from the irrelevant and (iii) catering for the common errors and deficiencies noticed in the tests.

(b) Prepare a new series of assignments keeping in view (i) the causes for the backwardness as gleaned from the answers to the questionnaires and (ii) the defects noticed in the answers to to the tests.

7' Books Cousulted :

1. Mathematics by M. H, Ward Hill : G. G. Harrap & Co.

(2) An Arithmetic for Teachers by W. F. Roantree and M. S. Taylor.

(3) Teach Yourself Mathematics : English Univ. Press Ltd.

(4) The Teaching of Arithmetic in Schools : The Mathematical Assn.

(5) Action Research to Improve School Practices by Stephen M. Corey.

(5) The Workshop way of leurning by E. C. Kelly.

———

The Teacher's Plight

(Parody — Macbeth's Speech)

If it were taught when 'tis taught, then' twere well
It were taught perfectly. If my presentation
Could trammel up the despondence, and fetch
With my sermon success ; that but this glow
Might be the be all and the end all here,
But here, inside this class and shoal of mine,
I' d jump the life to come. But in these cases
I' ll still be accursed sure ! that I but teach
Knotty instructions, which being taught, return
To plague the instructor. This laymen handled justice
Commends the ingredients of their seasoned malice
As my due tips. They' re here in double trust ;
First as I am their teacher and their moulder
Strong both against the F ; then as their guide
Who should against their frustration shut the door,
Not bear the knife myself. Besides, these students
Have borne their faculties so sleek, have been
So vague in their long themes, that their attempts
Will scream like modifiers' dangled about, against
The deep damnation of their failing off,
And despair, like a faked pity arouser,
Striding the class, or school's corridors, hidden
Within the sightless agents of the mind
Shall blow the horrid deed in every eye,
That resentment drowns the air. I have no spur
To prick the sides of my intent, but only
Halting bewilderment, which never leaves
But cannot overpower.

Sadhona Guha.

F failng grade of marks.

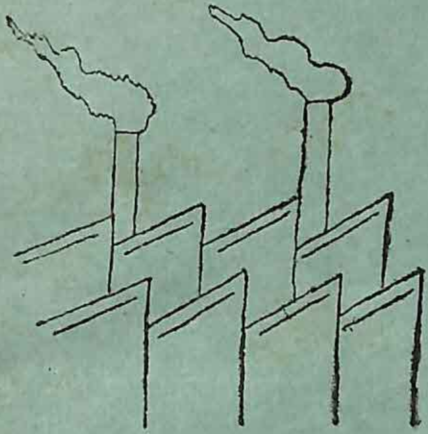
REVIEW OF WORK

It feels strange to come back to one's chair after a peried of complete seclusion. The departure was as sudden and swift as medical science could make it, but the road back has been slow. One was disturbed to find all the files in arrears and all the programmes dislocated, but, somehow, thankful to be back again in reasonable working order,

The reports of the three training courses, in Science, Mathematics and School Administration, held during the Summer holidays have been printed in this issue and there is very little to add, not because nothing had happened in the quarter but because the Co-ordinator has not had time yet to take stock of the situation. The delay in the publication of the journal as well as its thinness are explicable by the same reasons,

Kalyani Karlekar.

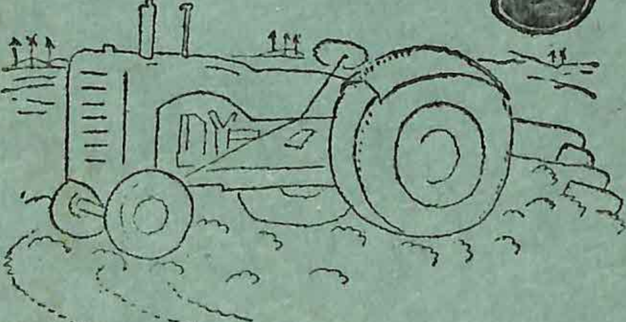
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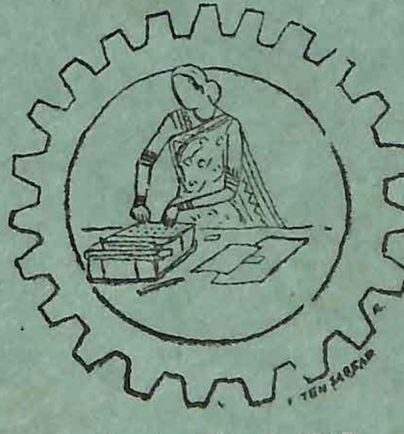






TEACHERS' QUARTERLY





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FOREWORD

Schools have to face various problems and solve them more or less successfully. While some of difficulties are connected with circumstances beyond their control, such as shortage of accommodation, and it is only a question of making the best of a bad situation until conditions improve ; other problems are more closely related to the work of the headmistresses and teachers, such as the actual teaching of various subjects, organisation of extra-curricular activities and the maintenance of discipline.

Most schools are usually so overwhelmed by the load of routine work—academic and administrative,—that they do not appear to find time to consider how to do the same things in a better manner. They put the blame for this on their poor physical conditions, lack of proper staff, the excessive load of examination requirements and so on. Most of these are real difficulties no doubt. Yet it is seen that some schools, working under the same difficult circumstances and conditions, set out to solve their own problems with serious determination and appear to succeed to a considerable extent.

Recently we held a series of seminars for headmistresses on various school problems and the outcome was quite heartening. Each seminar was based on some practical problem of the schools and the headmistress of some leading Calcutta School told the gathering, in the first instance, how she was trying to tackle the problem in her own school, and this was followed by a general discussion.

Many of the other headmistresses present participated in these discussions and raised points deserving serious consideration, and suggested proposals, worthy of being given a fair trial.

We felt that all the headmistresses participating in these seminars had been benefitted by each other's experience. Therefore we are publishing the reports, submitted by the headmistresses, in the pages of the Teachers' Quarterly with the hope that those who read these pages will also be similarly benefitted.

Nalini Das.

Multipurpose Schools, Objective & Achievements.

Sushama Sengupta

Seven years have elapsed since the introduction of the Multipurposs Courses in the Secondary Schools and five batches of students have gone through the Higher Secondary Examination. At this stage we may take stock of the achievements attained so far.

To assess the achievements, we must first of all examine the aims of introducing this new course—the aims, as envisaged by the Mudaliar Commission, on whose recommendation the scheme was implemented.

Speaking generally, education aims at the building up of man. So there should at the very outset be a clear idea of the sort of man that is proposed to be built. Looking back at history we find that the aim of education had not always been the same. The Greeks wanted to turn out philosophers, who according to them were best fitted to be citizens, the Spartans and the Romans wanted to turn out best drilled soldiers and so wanted good physique and discipline, the Indians preferred spiritual education, wisdom (জ্ঞান) was sought to be achieved, which would uplift man to his fullest spiritual height.

Then at a latter stage, there had been controversy as to whether the greatest stress should be put on man as an individual or on man as a member of the state in which he lives, whether man is for the state or the state for the man. That is where the modern controversy between the Communistic and Democratic states came in. Thus we find that education, though outwardly seeming to be an innocent non-political subject is really not so. politics plays a great part in it. With the growth of all-comprehensive power of the state, Education has in the hands of statesmen, turned out to be a powerful weapon. We have seen how Hitler utilised the machinery of education to convert the youths of his country into egoistic, war minded creatures or how the Communist countries have utilised educational institutions to inject the creed of Communism into the blood of their future citizens.

Here in India also, we find, that the Mudaliar Commission while laying out a scheme of the New Education has at the very outset laid stress on the political structure, into which the newly independent India has stepped in.

The constitution declares India to be a Democratic Republic. It is also a secular State. So while setting forth the aims of education the Commission lays stress on the building up a democratic citizen—It says "The educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of broad, national and secular outlook." Then it states, that as the country is economically backward the future citizens should acquire productive efficiency and should be active agents in the increase of National wealth. Last of all, in the aims to be achieved, comes stimulation of cultural renaissance. The last item is necessary for self expression and development of human personality.

To put in a nutshell, education should seek to develop man (1) as an individual (2) as an citizen of a secular democratic state and (3) as a citizen of the world.

As an individual there should be harmonious development of body, mind and spirit.

As a worthy citizen of a democratic state he should have the power of clear, independent thinking, which would equip him for taking up the responsibilities of a citizen. He should be trained in discipline as well as leadership, he should be an efficient agent of population and must possess a spirit of co-operation and social consciousness. As a citizen of the world, over and above these, he should learn the value of tolerance and international peace.

All this is sought to be achieved by education. Man is born with certain latent capacities that can be developed. A citizen of the modern world require many qualities, intellectual, moral and social, which cannot be expected to develop by itself, but need training.

In the light of the above objectives the commission has laid great stress on the building of character. Education is not merely stuffing in knowledge, but is a means to start the pupil's own natural vein of thought, to open up his mind and make it receptive to beauty and culture and to finer sentiments. Knowledge is necessary, but it should be properly assimilated, but that is not all. Expert knowledge in some direction will give him, a start in life, but culture will lift him high, it will release his soul.

Before come to its recommendation, the commission has pointed out the defects of the then existing system of education.

1. It was isolated from life.
2. It was narrow and one sided and failed to train the whole personality of the student.
3. English was both a medium of instruction and a compulsory subject of study, making the students lacking in linguistic ability, greatly handicrapped in their studies.
4. The method of teaching failed to develop independence of thought or initiative. It has been too bookish.
5. The sizes of the classes were unwieldy.
6. The dead weight of examination curbed the teachers' intiative and put wrong values on things.

The commision then goes on the lay out definite schemes to implement the aims and objectives and to rectify the defects of the existing system. To start with, the syllabus has been thoroughly revised and besides the stream subjects several other subjects named as core subject have been introduced.

To rectify the narrowness aud onesidedness of education a multipurpose course with seven streams was recommended. Seven streams e.g. Humanities, Science, Technical, Commerce, Agriculture, Fine Arts and Home Science were to be introduced to suit the students' aptitude and meet their diverse aims, interests and abilities. These courses were to be introduced during the last 3 years of the 11 year school.

To rectify isolation from life the study of **Social Studies & General Science** were made compulsory. Social studies would teach History, Geography, Politics & Economics and would enable to a student to understand the complicated world he lives in. In the modern age

education without an elementary knowledge of Science or Mathematics is incomplete and so a fair knowledge of Science was sought to be imparted before a student appeared at the Higher Secondary Examination. Both the subjects were expected to bring ,a student in touch with life as also to counteract the evils of overspecialisation. These subjects, were not to be examination subjects, but intended to be dropped before the student appeared at the Higher Secondary Examination, the object presumably being that these important subjects should be taught and learnt for knowledge and would not be crammed for examination.

The commission laid great stress on the study of literature mainly the **Mother tongue** and thought that the study of of literary masterpieces would help in building character.

English was to be taught as a second language and the aim was to be the attainment by the pupil of a good working knowlege of English.

Hindi was to be taught as the Lingua Franca of India.

Craft was to be compulsory upto class IX not only to increase productive efficiency but also to create a new attitude to work, to inculcate in the student the appreciation of nity of labour.

Laying down the syllabus the commission emphasises that a dynamic method of teaching should be introduced to make education effective. Provision of good libraries, teaching equipments and the inclusion of various extra-curricular activities in the regular routine have also been recommended.

Let us see how far we have been able to achieve the aims and objectives envisaged by the commission in the Report or to rectify the defects mentioned therein by the implemention of the scheme.

Looking carefully at the working of the multipurpose schools these seven years, it may be said that the aims and objectives of this new scheme have been greatly defeated by the overvaluation of examination results both by pupils and teachers not to speak of parents. Pupils and their parents assess education in terms of success in the examination, they minimize the importance of non-examinable subjects and assign a utilitarian value on what they study. The teachers also belong to the old school, where examination pervaded their consciousness throughout their own course of education. The bogie of Examination hampers treatment of subjects as they should be done and encourages wrong values in the classroom.

Education still remains too bookish, as in the previous system. Many interesting subjects have been introduced, subjects which earlier, were taught at the college stage. These subjects can be made interesting and effective by discussions, excursions etc. But the syllabus being so over-crowded, little time can be spared for these, during the first two years of the H. S. Course, i.e. classes IX & X. Many subjects mean many books and examination being the goal, bookishness can hardly be avoided.

The Commission has dealt at great length. with the study of the social studies and emphasises its great value in bringing a student in touch with the world around him and developing in him, the very essential qualities of social consciousness and the spirit of co-operation. The study of this subject along with school assemblies, games, group work etc. are considered to be very important in training in citizenship, socialistic and secular.

But this subject not being un examination subject is given a go-by in most schools, and is very scrappily taught if taught at all.

General Science and Core Mathematics share the same fate with Humanities students and if I may say so, Crafts for all groups.

So coming to the defects sought to be rectified, we find that the dead weight of examination sits upon the whole of this new syllabus, so carefully prepared, same as before, and defeats the purpose of its introduction.

The parents as well as the pupils cannot be blamed for overvaluing the importance of examinations. The results of the Final Examination carry great weight, both in getting admission into good colleges, as well as us for services. So examination results cannot be neglected by the teachers. As a result the subjects thought important for character building both as an individual and as a citizen, are neglected, the attention of both teacher and pupil being focussed on examination subjects.

These subjects are not less important for acquiring knowledge, but the stress being on external examination results, cramming automatically follows and knowledge in most cases is stuffeed without proper assimilation.

It was proposed at first that there were to be no set text books, but a number of books were to be recommended which the students were expected to read. The idea was that knowledge at the secondary stage would be broad-based and clear. But not only were books written on every subject and selected as text books, but notes, short-cuts and questions and answers cropped up like mushrooms as usual and unfortunately, were freely used by students to get through the examination easily.

English though intended to be a second language has been made the medium of instruction in many schools and is generally liked by many parents as a help to secure services. Even as a second language the syllabus is faulty. Students are expected to learn English Idioms, a most difficult part of the English language and also to learn common errors, both of which are difficult to master and the students take recourse to cramming by committing to memory idioms and corrections by hundreds and cannot be blamed if they confuse correct with incorrect English. Books have been recommended but questions not being set from them, much attention is not paid to reading them.

Coming to Hindi we find that after some years' experiment, Hindi has been dropped at the Higher secondary level, but has been made compulsory between the age group of 8 to 11. The period of teaching this language is undergoing constant change, being five at first, then two and now three years. The syllabus makers are at a loss as to how to minimise the pressure of language, but a faulty patch work has been made of it. Learning a language at such a young age for three years, helps none and cannot be remembered in after years.

Teaching of craft is interesting and useful but the syllabus set, being too heavy and not being a final examination subject if not given the importance it deserves.

The real defect rectified is, that the new education proposed to be given, is not narrow and one sided and offer opportunity to a pupil to find out and develop his special aptitude and interest at the school stage, if it is done correctly. He is free to choose a career according

to his abilities and interest and is not at sea as to his future career after the school or college stage as before.

But even here a lack of co-ordination between schools and colleges handicap a student to a great extent in the choice of his subjects or career after passing out the H.S. Examination. In almost all good colleges education is imparted through the medium of English and pupils passing out of mother-tongue medium schools have to suffer great difficulties at first. Then different college authorities have different ideas about allowing combinations about which the schools are ignorant, as a result of which, college entrants have to encounter great hazards.

A special difficulty arises with the Fine Arts students. In the first place there is no follow up graduate course, the Arts Colleges giving diplomas instead of degrees. This has no real value, but to the young higher secondary-passed, it carries weight. Then again no distinction is made between those who have passed the H. S. Examination and those who have passed the School Final, though the syllabus of the former is much higher than that of the latter. As a result the H. S passed students lose one year.

As for the academic courses, we find that utilitarian aspect destroys the object of following the aptitude of students, Science courses having greater opportunities for employment is preferred by guardians and aptitudes and tendencies are disregarded in the choice cf streams.

Taking into consideration the whole of the syllabus, we find that the syllabus is too heavy to do justice to it. Only one year has been added to the previous school course but too much of college subjects have been introduced. The Heads of institution are hard put to fit in everything in the routine. The time table can not but be rigid, if the syllabus set is to be finished in 3 years and the students made ready to sit for the final external examination. As a result of this heavy pressure of finishing the syllabus and preparing for the Final Examination, the question of introducing dynamic methods, holding of debates and discussions, promo ting group work, organising study circle, collection of data by the pupils, even the proper utilisation of the Library cannot be done—there is not time enough.

Then teaching of proper discipline in day schools is very difficult due to various reasons. Leaving aside outside influence there is clash between home and school discipline. The attitudes of parents and teachers differ and act as deterrent to the development among students of a proper sense of discipline so useful for a democratic citizen.

So we find in the ultimate analysis that the over valuation of the results of the final examinltion and this too heavy syllabus are the two forces which counteract the benefit saught to be derived from the introduction of this new education in the multipurpose school.

We may ask in fine, what is the point in making the syllabus so heavy ? Have the pupils gained in time ? No. Those going up for higher education have still to undergo six years of education after the junior school stage, that is after class VIII to become a graduate. Instead of two years of school at the final stage, two years of intermediate and two years of graduation course, the pupils have now to spend three years at school and three years at college.

The Standard has been raised no doubt, but it might have been made so, even under

the old pattern. Then where have we gained ? For those who would finish education at the Higher Secondary stage, this education may be some what beneficial, but the small doses of higher studies that have been administered at the Higher Secondary stage are hardly expected to render great benefit to the pupils receiving them. In most cases this heavy syllabus is hardly assimilated and knowledge is swallowed without being digested and there is very little chance of driving any substantial benefit from all these subjects by a student unless followed up.

A self complete education is proposed to be given at the end of the Higher Secondary stage, education that would fit a youth up for the grave duties and responsibilities of a democratic citizen of his state as well as of the world and would develop in him, the qualities of manhood as well.

What is wanted is the opening up of the mind and developing clear thinking and rousing the curiosity of the pupil, so that he finds out things for himself, to make him sensitive to the finer things of the universe as well as making him an efficient and effective participant of the duties of the state and society in whi ch he lives.

Too heavy a syllabus and too much of an over crowded routine, instead of opening up would tend to shut in the mind.

The aim of education is not only to learn what others have said, but also to think for oneself and to make one's own contributions. The syllabus makers in their enthusiasm to teach a 16/17 year old all possible knowledge of the past and present in the short course of the school years of a student's life, is likely to defeat the very purpose for which this new orientation of Secondary education was undertaken.

The teachers try their best to stuff the child with knowledge, the pupil also try their best to learn. The bogie of examination hovers over them all the time and cramming is the natural result.

At the end of eleven years, a student passes out of the school, either to entire college or to take up the harder duties of life, but as heads of schools, we should ask ourselves how much have we contributed towards their character-building, how much have we fitted them up for democratic citizenship or how much have we equipped them with the qualities of leadership ?

The standard has been revised no doubt and at the school stage children learn many new and serious subjects, but we should stop to think how much of these really help them to grow up to full manhood.

We should remember that knowledge is advancing at such a rapid pace, that it is not possible for everyone to learn everything, neither is it possible to teach everything. The duty of the teacher is to teach only so much and in such a way, that the student may find out what he wants to know and be fit to follow his tastes and inclination.

It is well to remember while drawing up a syllabus, that for a flute to produce lovely melodies their should be sufficient hollow space, a solid piece of wood cannot produce melodies. Similarly to bring out the melody of life in a child, he should be given enough breathing space and the sensitive and youthful brain should not be overstuffed with too much knowledge.

An Aspect of the Head's Role In Improving Instruction.

Shanti Banerjee

The most important duty of a head is to see that instruction in her school is improved. It is her duty to see that what is supposed to be taught is taught effectively.

The different partners involved in this business are the head, the teachers, the pupils the parents, the immediate authorities of the school, that is the managing committee, the D. P. I., the Education department, the Board of Educatlon and the local public. Good instruction depends a great deal on the extent of co-operation the head can secure from these partners and to the extent she can co-ordinate their activities. Each is a big topic by itself In this paper the head's part in getting the best out of the teachers will be discussed, as the teacher is the strongest force in the process.

The head is the leader of the team

The head, by virtue of her position, is the leader of the team of teachers. Much depends on the relationship between them and that is determined by the kind of leadership she offers.

The authoritarian head says, "My school, my teachers" and at the best she directs, inspects, praises and condemns openly. This is the oldest and the most common kind of leadership and is successful to some extent if exercised with sufficient strength. But it has some inherent weaknesses :

1) There is a possibility of neglecting duty where the risk of being caught is absent.

2) Whole hearted co-operation is lacking in most of the times. There is a tendency of doing only as little as one cannot avoid.

3) The authoritarian leader deprives her administration of the advantage of the experience. the brain, the knowledge and the initiative etc. of the members of her staff. Many of whom, perhaps, are capable of making substantial contributions.

4) Also in the modern days in a country which is committed to democratic ideal and procedure, the members of the staff resent at being treated in an authoritarian manner.

Another type of leadership is where the head takes some influential members of the staff into confidence and gets her programme accepted with their support. This is a some what modified authoritarian way. This is successful to some extent if the trusted partners really carry weight with the members of the staff. Otherwise it is a dangerous practice, generating factionalism.

The third kind adopts an entirely laissez faire attitude trusting that everything will take care of itself provided there is freedom. This has a favourable chance to occur where the head is inexperienced and hardly knows her role and lacks the knowledge and

teachnique of exercising leadership, It is worse when by fits and starts she interferes unpleasantly and sometimes unnecessarily. This hampers good head teacher relationship.

The fourth is the democratic leadership — the head planning with the teachers, supporting them and sharing the responsibility with them, and evaluating the work with their help. All these kinds of leadership, and a mixture of some or all of these types are found to exist.

It is perhaps superfluous to point out that the democratic leadership, properly exercised, is the most effective, "A leader is best when people barely know that he exists. When his work is done and his aim fulfilled, they will all say "We did this ourselves," Some people have misgivings that the work of the teachers will deteriorate under democratic leadership. But perhaps they confuse democratic leadership with laissez faire, and it does not mean that occasional disciplining will not be necessary.

Know the teachers and their needs.

Heads should know what kind of people teachers are generally. Can they all be idealists ? We mourn over the lack of idealism in teachers these days and say that is the main reason why they fail to put in the kind and quality of work they used to in the past. But is idealism found in all other walks of life ? There are and will be idealists among teachers but not all. So let us be realistic and accept the fact that teachers like other people take to teaching because they need a job. The head should accept her portion of the responsibility of providing job satistaction to the teacher and help her to accept responsibility, and grow as a professional.

Research in other countries has shown that teachers generally expect the following from their jobs.

1. A reasonably comfortable living and security.
2. Good working conditions.
3. Fair treatment.
4. Recognition of contribution.
5. A sense of achievement and a feeling of importance.
6. Participation in policy formation.
7. Opportunity to maintain self respect.

Building up staff morale.

It is obvious that the above is true of teachers in our country also,

The satisfaction of these basic needs will help to create an atmosphere, establish a tone which is the pre-requisite of good work.

The head must remember to recommend members of the staff for promotion and extra increments if and when there are chances provided there are deserving candidates. If she does not sympathize with the teachers' just causes such as getting payments in time getting a paid leave when she is entitled to one. If she is not at the front of their movements to meet their basic needs, sooner or later there will be counterleadership among the teachers themselves and party in the head teacher relationship, much of the blame is to be charged to the head.

Under good working conditions we can count many things. The head of an average school may not be able to provide spacious rooms and comfortable furniture and facilities for tiffin etc. for the teachers, But her honest efforts in this area will be appreciated. She should take care to secure the teaching aids in time. She should see that the teachers are not unnecessarily harassed being given to manage a class containing pupils of wide range of ability and achievement. Another way to create a pleasant working condition is to let teachers feel that the head is backing them. Backing a teacher means letting a teacher know that she has the head's confidence even though a mistake has been made. It means that the head will share the responsibility and not throw the whole burden on the teacher. But it must also be clearly understood that backing does not mean that the head should blindly rely on the teacher and refuse to hear the other side, and also the teacher should not get the impression that she can continue to make arbitrary decisions and run to the head for support.

Good working conditions also include the sympathy and help of the head in recommending the teacher if they so deserve, for better jobs. Although a head who works for the promotion of her teachers, breaks in many new people, she can be sure that the type of persons she gets is of high quality.

Fair treatment.

Teachers want to be treated fairly in their share of the load and in the advantage of salary or other remuneration, if there is any such scope for recognition. They resent discrimation and work half-heartedly when they think the head is playing favourites. They resent some people being always in the spot light.

A sense of achievement.

This is the most important of all. Teachers want to know and feel that they are competent, that they are making a real contribution that is helping the pupils, that they are making progress. To quote Mrs. Nalini Das from her Foreword in the June 1963 number of the "Teachers' quarterly". ... The teachers claimed that . . . . . they were willing to put in a reasonable amount of extra labour provided it really improved their schools. They are frustrated when they do not see any results. There are teachers, who want to grow in the profession, therefore all good opportunities for inservice training should be made available to them. Indifferent teachers are gradually motivated by the example of others. Well planned staff-meetings can be very useful inservice training.

Recognition.

As anybody else the teachers want recognition from their head and their fellow teachers and appreciation from their pupils and their parents. The head can provide job satisfaction by telling them that she has confidence in them and the work they are doing. She can recognise them by praising their work in the staff meetings. This also provides good inservice experience by indirectly suggesting to other teachers activities they might try. Some heads find it hard to share credit. But by sharing, the head does not lose, she is amply rewarded. Some heads think that a person who does a good job knows it and needs no assurance. But recognition has been found to be one of the most effective means of motivation.

A part in policy formation.

This is also a very important factor in job satisfaction. Teachers feel they are important, because they have a voice in decision. They also obtain recognition. Most of the heads agree that teachers resent programmes being imposed on them. A sure way to lower morale is to disregard the teachers' views and suggestions. High morale and team spirit will result only when the staff members have had full opportunity to participate in the co-operative formulation of policy, and procedure which will affect their work. This ensure co-operation to a great extent. When goals and methods are established by the teachers they feel a responsibility for them and are concerned about achieving them, They are bound to assume responsibility,

To maintain self respect.

The head should work in such a way that all teachers are respected and are given equal consideration. Joint planning and discussion enhance self respect. All deadlines of finishing certain pieces of work should be set jointly. Shortcomings of a teacher's work should never be discussed in front of a third person. Small mistakes are best treated by pointing them out casually. Serious lapses should be discussed in an individual conference. Pointing out the defects in writing and demanding written explanation should be avoided. The head should refrain from any action or remark which makes a teacher look small in the eyes of her fellow teachers. She should try to build up the teachers' prestige.

The extent to which the head keeps in mind the above factors and works accordingly she succeds in establishing staff morale. Good staff morale is an essential condition for good work.

Some specific Problems.

Below are a few specific attitudes, behaviour, and practices of the teachers which the heads face and believe hamper school work.

1. Lack of co-operation
2. Late arrival, late attendance to class
3. Unwillingness to put in extra work, to take an extra class due to absence of teachers.
4. Insubordination.

Some suggestions as to how they may be dealt with.

Lack of co-operation and unwillingness to put in extra work and take an extra class when a teacher is absent fall in almost the same category. What are the areas of non co-operation and why does the teacher not co-operate ?

1. The teachers do not work on the useful suggestions the head happens to offer them from time to time.

2. The teachers do not like to put in extra labour when the head wants them to work out certain worthwhile projects. But why ? It whould do well to remember that teachers like other people do not accept suggestions unless they themselves feel for it.

They will either openly object to new proposals or quietly shelve them. Advice cannot be imposed upon. The old saying goes "those who heed, heed not and those who need, need not" The best approach for the head is to help the teachers identify their own problems and solve them. Some of the teachers' problems may look absolutely insignificant to her, for example, the problem of tackling the careless girls who forget to bring her books and writing materials. But this is important to the teacher, beacuse it disturbs her work and therefore should be given due weight. Like everybody the teacher does not like to do meaningless work. Most teachers are not unwilling to exert if they see that extra work brings some improvement. Let us ask ourselves "Does alloting a teacher to take classes of an absentee teacher serve any useful purpose ?' It is accepted by all that something must be done. Why not take this problem, vitally imporant to the teachers, and work it out jointly with them ?

Secondly, even though the teachers agree that certain activities are worthwhile they may be reluctant to undertake those, beacuse they lack the background. They have never done such things, they have never been in situations where they can use their initiative and they lack in initiative. These they feel insecure, they do not know how to begin and how to proceed. It is easy to roll along the groove. This is where the head should step in for joint planning and joint execution and sharing responsibility. Group consensus in decision making is very effective. If decisions concerning responsibilities are made on the basis of an analysis of the work to be done, the allocation of responsibilities becomes a part of the solution of the problem. It is important to get an activity organised so that the responsibility is to the group. The head will not grab responsibslity after delegating it.

A good way to convince the teachers is by evaluating the programme. If the teacher can be shown that a certain activity is really helping the pupils indirectly or directly they will extend better co-operation. Many teachers have grown sceptical because they have not seen any results of activities. To regain their confidence or create it in the beginning only such activities should be taken up in which the head feels confident that she will be able to show results.

Then there are some lazy teachers. They are not interested in anything new. They themselves never put in an ounce of extra labour and make fun of the new teachers who do more than what is required. It is hard to believe that many teachers enter job with such atitude and behaviour. A teacher behaves in this manner beacuse of the past experience she has had. This may be due to the lack of appreciation of good work previously done, too many outside interests, family problems, lack of responsibility for school programme, of loss of confidence in the head of the school. As a result of these experiences a teacher decided that extra labour is foolish. The head's problem is to help the teacher regain her enthusiasm for teaching. The progress is bound to be slow, but patience and provision of opportunity to make contribution constitute the therapy. Another way of stimulating the disinterested teacher is to send them magazines containing challenging ideas. Drawing them into committee work has also been found useful. A word of explanation for committe work—for the joint formulation of policy or

solving certain problems some teachers are required to form committees. The committees discuss, analyse and suggest procedures for the solutions.

The alloting of extra classes to teachers in case of teacher ab ence is of doubtful value. Teachers like other people can be expected to do well only those things they understand, believe in, and see the need for. Most of the time, very little useful pupose is served by taking a class unprepared and the teachers look at it as a mere encroachment on their time. Where staff morale exists they do it ungrudgingly to help the administration.

Different schools have tried to solve the problem differently. It is a good idea to work out this problem co-operatively. This is a real problem to the teachers and the head and teachers should be intersted to find an acceptable solution.

There are some older teachers nearing the age of retirement who seem to be seeking the easiest way to complete the last few years, They have commitments to certain values and therefore are against change. The head has to see that they do not feel that they have no worthwhile contribution to make. She may not find it easy to inspire them to participate in the newer projects but she will constantly seek ways to use their special knowledge, if any, their judgement, their information, about the school, their knowledge the of background and history of the students who need help and so on. She will provide and opportunities where older and younger teachers can share ideas. A return of initiative and desire to improve is promoted by an opportunity to share ideas.

Late attendance : Much depends on the tone of the school. In some schools the teachers are very seldom late simply because every body comes in time.

If late arrival is due to some genuine difficulty that cannot be overcome , arrangements may be made so that school work is not upset. But the teacher enjoying such privileges must make compensations by accepting some other responsibility, otherwise this will be taken as favouritism.

Insubordination : In democratic set up the heads and teachers are partners, the head being the leading partner. The terms boss and subordinates do not apply and so the term insubordination is inappropriate here. There can be lack of loyalty and disagreement. Democratic leaders do not want loyalty to their persons. What they want is locality to the values jointly set and programmes jointly arrived at. The head wants acceptance as a worthwhile contributor to the develoment of good programme and respect for the abilities and skills that make the school more effective.

It should be understood that an honest disagreement in a staff member is a desirable quality. Through discussion emerges better ideas and procedures which perhaps were heretofore unthought of. Longer and repeated discussions should be held if necesssary. The head should not insist on winning all points. Opinions from higher authorities namely experts, books and magazines will be found useful.

Establish good tone.

The job of the head is to establish good tone, accept the teachers as they are and start from where they are. Teachers are individuals and they have their differences. Perhaps no two teachers can be helped in the same way. Study, observation and individual conferences will help the head to gain understanding and insight into the teacher attitude,

thoughts and ideas and thus decide how to proceed with her. Staff-meetings, including the entire staff and groups of teachers are very useful means, if carefuly planned and conducted. It is the duty of the head to encourage and help the teachers to grow, release their full energy and co-ordinate their activities. A full scale programme will not spring into action immediately but gradually it will gather momentum.

The role of the headmistress described is not easy She has to mould her personality and develop attitudes for the purpose. She should not be disturbed with disagreement, should not take it as a personal offence, she should be able to tolerate expressions of resentment, disappointment and antagonism, and her valid criticism without being defensive. She should be sensitive to cues concerning the real dissatisfaction underlying negative expressions and be willing to discard practices that do not contribute to group purposes. She must be willing to accept that another person's purposes and ways of reacting are as natural and as valid as her own.

Finally she must respect the personality and ability ofthe teacher.

Pupil and Teacher Relations

Jyotiprova Dasgupta.

In his pamphlet on "Student Indiscipline" Prof. Humayun Kabir observed that the first and foremost cause of the present State of unrest amongst students was to be found in the role the teachers played. Where there was an eflective leadership by teachers, there could indeed be no problem of indiscipline among students. But unfortunately to-day teachers do not command the respect and affection of their pupils to the extent they did in the past. This change in the relations between the teachers and the taught is principally due to the misconception of the teachers about their vocation. Concerned for subject matter rather than for human beings, it is a great dividing line between the teachers and their pupils. Most young teachers to-day seem to think that their duties are done when they succeed in helping pupils in acquiring mastery over subject matter and passing their examination.

This misconception of a teacher's vocation militates against our traditional ideals of education. By Upanayana, for instance, it was meant that the teacher holding the pupil within him as in a womb impregnated him with his spirit and delivered him in a new birth. The pupil was then known as "Dwija", i. e. born afresh in a new existence. He lived with his teacher as a member of his family and was treated by him in every way as his son. The constant and intimate association between the teacher and the taught was vital to education as conceived in the old traditional system.

The domestic conception of education is opposed to mechanical methods of large production turning out standardised articles. It is forgotten that the making of man depends on human factors. It depends to a large extent on the individual attention and treatment to be given by the teacher. It is a living relationship between the pupil and the teacher which makes education possible. Indeed the pupil belongs to the teacher and not to an abstraction called the school. If the truth of this statement is realised and the school programme is prepared on the basis of this truth, many of the causes which have created the present state of unrest amongst students will be removed.

In the training college we repeat that the verb to teach takes two accusatives the child to be taught and the subject matter in which he is to be taught.

But in actual practise we ignore the child and think that the sole business of the teacher is to bring about an effective union between the child to be taught and the subject in which he is to be taught. We forget, however, that in the realm of conduct as in the realm of intellect teaching must always have a definite place and essential functions. The teacher's function is not limited to the manipulation of the pupils' environment and to setting the stage for his academic activities. The teacher with his superior power of knowledge and his developed personality is himself a constant and most important element in the environment, and exercises on the growing minds of his pupils an influence that cannot but make their lives fruitful.

If the teacher is worthy of his functions, his pupils will learn in a thousand subtle ways the attitude and tendencies that distinguish the humane from the brutal and the civilized from the barbaric habit of life. The impact of the maturer mind of the teacher on the immature mind of his pupils results making his values become their value, his standard their standards and from him emanates the influence that directs his pupils' impulses into forms of social and civilised behaviour.

I am not a visionary. I do not think, it is possible to-day to bring about in our schools that constant and intimate association between the teacher and the taught that played a vital role in the Ashramic system of education in the olden days. But even in these days of mechanical methods of large productions of standarized articles, it possible to think of education as a joint adventure and to bring about functional contacts between the teacher and the taught. Education. to be fruitful can never be a mechanical process. Just as the flame of a burning lamp can kindle another, so does an enlightend mind alone help the budding minds of the young unfold into blossoming flowers,

These functional contacts between the teachers and the taught can, I think, be brought about first through club activities and secondly through the organisation of homerooms. If teachers organise clubs tn their respective subjects of specialization they can make education a joint adventure. Working side by side with the pupils, they may through club activities extend the curricular frontiers which again cannot fail to return to the curricular activities of the school and enrich them. The main purpose of the homeroom in to enable the teacher to come into closer contact with his pupils. Through an effective homeroom pragramme, the teacher can study specific cases of

problems of pupil behaviour. The case conference technique is usually adopted for the purpose. For the actual planning of subject club activities and the home-room programmes, I refer you to standard book of extra-curricular activities by Mcknown and Fretwell.

Once we realise that we have a double role to play that it is as much our duty to manipulate the child's environment in order to bring about an effective union between him and the subject matter in which he is to be taught as to make our maturer personality bear on the growing minds of the pupils, it is our privilege to teach so that they may unfold into blossoming flowers, one of the major causes for the loss of social direction on the part of our boys and girls will be removed. What we need to-day is a band of teachers devoted to their calling and pledge to recreation of the conditions that will make their pupils belong to them.

Some Psychological Problems of School Children

Nibha Das Gupta

The aim of education is to help the child to manifest itself and develop the potentialities with which it is born.

Heredity and environment play important roles in the full-fledged development of the child. If the environment fails to cater to the needs of the child then, in spite of all the potentialities, child's development is hampered. It is an established fact that a child with lesser innate qualities, but better environment has a better chance in life.

Thus, it is crystal clear that the environment in the school should be as congenial and homely as possible. All adjustment and changes in the child" behaviour should be spontaneous and continuous to make the child responsive to education. It must come to the child as naturally as flying to birds and swimming to fish.

To make education real and earnest, the child must be the prime concern of the educator and, to suit the needs of the child, the educator should be alert to devise means towards that end, i e. an all round development of the child.

The question is whether the school situation can provide for this. If not, how far it falls short of the ideal. Our answer is by no means encouraging for in most of our schools, we are to face an atmosphere contrary to this and the results are far from satisfactory.

The child of today comes from the problem-ridden society where its physical and mental developments are baffled at every step. A constant disparity between the school and home surroundings of the child makes it feel like a fish out of water. The school and the home thus fail to the supplement each other.

All children are not of equal temperament, some are shy and timid, some are forward and daring, some, again, are soft and sensitive, while others are indifferent and donot care for any one ; some are dull, some are bright, while most are average. As for the average, our task is rather easier, but the other categories demand special care and attention to their emotions and sentiments from the very begining of their careers. The school should be a place where every child may have a chance to unfold itself and attain the natural growth and development of the mind and the body. To encourage the development of the aptitudes of the individual pupils, the curriculum must be well adjusted, side by a side with the academic subjects, it should include physical activities, music, fine arts and crafts and so on. But most of the schools nowadays fail to provide our pupils with even the minimum of amenities. Our schools are overcrowded, in most cases they tell upon the health of the educands. A sound body, we know is the seat of a sound mind, but we can hardly afford to give anything to our pupils for the building up of their bodies. Very few of our schools are in a position to provide the pupils with proper sitting accommodation with air and light and arrange for recreation and physical activities.

The evergrowing crises in our social, economic and political life are making our living more and more complex and full of problems. Our children have to face scarcities of various kinds from early childhood. Very few homes today can give them proper nourishment either for the body or for the mind. Growing up in a dull atmosphere, ill-fed ill-clad and ill-treated in most cases they turn out to be misfits in the matter-of-fact word. 'A simple child full of life' can rarely be seen today, for the reflection of our problem-ridden society deprive our children of their natural vivacity and gaiety.

The picture, on the whole, is dismal : the environment is often uncongenial to children resulting in manifestations of problem behaviour in social life such as : cruelty, arrogance jealousy, resentfulness, lying, bullying, destructiveness, theft, using abusive language, picking up quarrels etc. Above all there is an aversion to study and an unhealthy development of the sex instinct resulting in hysteria or sexual aberrations.

Despite all inherent disadvantages, we, the educators, must have heart and try to proceed with a will to work. We must devote ourselves to the cause of our future generation—the hope and prop of our country. We can no doubt claim to be nation-builders, and a little bit of alertness on our part can bring a lot of good to our pupils.

Our classrooms are crowded, our timetables are measured and quite insufficient for attention to individuals, still, we must make it a 'must' to snatch a slice of our time to glance at the child that looks different. Just a bit of patience and sympathy will enable us to be particular about a particular child who may be in need of help. The child-mind is very sensitive to the teachers' behaviour and the child who is a victim of untoward circumstances wants the helping hand of a teacher to save itself. In most cases, therefore, delinquency, detected in time and treated with sympathy, yields good results.

Fear and nervousness being the greatest enemies of child-development a shy and timid pupil who lacks confidenee should receive extra praise and encourgement from the teacher in order to help him/her to stand up and respond. In such cases soft and affectionate dealing goes a long way to save them from maladjustments. Timidity and shyness, if

not detected in time and treated properly, tell upon the personality traits of the pupils and hamper their development as usefull members of society.

Theft and lying can be rectified by the touch of affection and sweetness if attended at the early stages. Quite a good number of cases have been found to be cured of these ills by timely detection and tactful tackling. Many times a thieving child has been found to be a successful in-incharge of the belongings of its class or group.

Crimes like abusiveness destructiveness, bullying, quarrelling, jealousy, curelty and overcriticalness also may be corrected by early detection and sympathetic treatment. Study of the home invironment is indispensable. In most cases children take to wrong-doing because they are unable to distinguish between right and wrong. In such cases, if we help them to develop the powers of reasoning and make them aware of the effect of their evil-doing, we may succeed in bringing them back to the normal ways of life.

Aversion to studies which is a serious problem result from various causes ; a thorough investigation into ultimate causes is absolutely necessary in these cases. If the aversion arises from some physical defect, the child should be put under medical treatment. In respect to other causes, love and affection on the part of the teacher may lead the pupils to reciprocate by developing love for study and, the moment the child is made to feel that it has work, it develops a sense of dignity and prestige and the battle is won.

Problems relating to sex call for patient and persistent observation for solution. The onset of puberty is a period of storm and stress—to help the pupils to have a smooth sailing through the changes both teachers and parents should be free from prejudice and have some understanding of the psychology of this stage of development. They should take recourse to the process of sublimation instead of suppression and repression and give the pupils every opportunity for developing a healthy outlook about life and living Pupils may fall victims to unholy curiosity—a free and friendly discussion of the possible changes of the mind and the body may prove helpful.

In conclusion ; all sorts of divergences should be given due consideration and we teachers must get rid of over-moralisation in dealing with the emotional problems of our pupils and we ourselves must not be led by emotion. We should never forget the causality pervading all human behaviour and analysis of causes of every action should form a part of our work.

We should have a robust optmism and never consider any pupil to have gone astray beyond redemption. All abnormal behaviours in our pupils, therefore, should be taken as corrigible and we must devote ourselves with confidence to the study of each particular situation which makes a particular pupil react in a particular way. Psychiatrists may be consulted in very special cases.

School life is the preparation for the whole life of a person and it is on the foundation of this that the edifice of the whole life stands. Most of the good and bad traits of human nature come to light at this stage, and hence, we can, by our persistent efforts, eradicate the evil and strengthen the good in the pupils. We can root out many social evils at the very start and pave the way to a good society.

A few examples of problems and how they had been dealt with are given below.

I. Cases of theft and lying are very common amongst the pupils, but can be remedied if these evils are attended to from the begining as the following account would show—

A pupil of class IV was being detected by her class mates in frequent thefts. She was called for a private interview with the class teacher and was told kindly that if she persisted in these acts pupils of other classes and even outsiders would come to know of it and she would be hated by all. However often she might have done wrong in the past would be excused and, as she was like a daughter to the teacher, no offence would be taken by her. This approach softened the girl and she burst into tears and asked the teacher to punish her severely. She was so upset that the teachers had to comfort her. Then she went out weeping to her class and declared to her friends "I am a thief, you should not mix with me!" After remaining in this state of effusive remorse for a few days she pulled out of her depression and gradually, developed into a good caretaker for her class room properties.

II. Many cases of lying have been taken care of and rectified by similar techniques. Once a pupil on her way home went to her friend's house accompanied by a school maid who was her usual escort to and from school. When she had not returned home at the usual hour her mother came to school and complained against the attendant. On enquiry it was found that the girl was so afraid of the mother that she had told her that she had been taken to her friends' house, by the attendant, against her will. The mother was prone to believe her daughter's statement which was contradicted by the maid and the maid's version was accepted by the headmistress as the correct one on an examination of the situation. The girl ultimately, confessed to have been in the wrong: the headmistress explained the daughter's lying as caused by undue hardness on the mother's part and requested her to be more considerate in dealing with her daughter's minor faults and to be friendly with the daughter without being oppressed by a puritanic sense of morality. From after that the mother used to consult the headmistress from time to time in matters of the upbringing of her daughter. Freed of her fear psychosis, the girl grew to be very social in her behaviour both in school and at home. In school she was awarded a medal for social service. She is now in college, is also married and has earned a good name in her husband's family.

III. Cases of sex aberrations can be treated with affection and gentleness, helping towards the formation of a healthy attitude. Many pupils have been taught to avoid pitfalls in these ways.

A girl was once found carrying a "love-letter" written in dirty language. When detected, she pushed the letter into another girl's book and refused to admit her fault. The class teacher put the case into the headmistress's hands who called the girls to a closed-door interview. She was drawn near and questioned searchingly but kindly and the whole story of the "affair" came out after two hours of this treatment. The girl was only twelve years old and it appeared from her clear confession that a lack of alertness on the part of her mother was at the root of her evils. The father, who was then called and

told the whole story, became extremely perturbed because the whole affair seemed to him immoral and shameful. He was, however, made to feel that the girl was not beyond correction and made to understand that young people sometimes do succumb to this type of temptation. He was told that what was needed was proper attention towards the healthy growth of the mind and the body through employment of energies in fruitful activities. As the parents of the boy and the girl concerned were tenants in the same house, the father of the girl was advised to shift to another place which he did. She went through school, passed the School Final Examination and was then married ofl to a good man.

In another intance a girl, on her way to school ran away with a boy and went out of Calcutta. She was traced and brought back after three days. The father told everything to the headmistress and requested her to take the girl back to school. Thinking of the future of the girl who was only thirteen, the headmistress accepted her on condition that everyday she would be taken home after school by her mother personally, The girl seemed to be of the innocent, homely type and from a study of the whole situation, it appeared that extreme fear of the father had led her to such a course as an avenue of escape. Luckily, it was possible for the headmistress to convince the father of the need for controlling his quick temper and the case was closed to the satisfaction of all concerned.

IV. A few examples of how it had been possible to control and cure cases of hysteria may also be cited here.

Once, when a girl in class X started showing such symtoms during a class period, all other girls were sent out of the room and the girl was asked very firmly to take and drink a glass of water by her own efforts failing which, she was told that she would be left alone in the room. The other girls tended to sympathise with the girl, in the beginning, but when they found that the firm treatment of the teacher helped her to recover quickly and do what she was asked to, they were convinced of the rightness of the teacher's action.

Another case was controlled by taking the affected student out of class and sending her home whenever she indulged in hysteries.

It is our considered opinion arising out of these experiences that, with cooperation of those around, a hysteric girl can be taught to control herself through firm dealing.

V. Aversion to study can be remedied by creating interest in the subjects taught and by drawing love and respect of the students concerned They should be made to feel that they could be in the good books of the teachers if only they tried a little.

Once, a girl in class IX was found to be continually unmindful of her lessons and a disturbing element in class. When she was called for a private interview and told gently about the bad effect of her behaviour, she promised to work hard from then on. Next day, she was given a seat in the front benches and asked question several times which she was helped and encouraged in answering. She showed improvement within a month's time and, fiinally, passed the School Final Examination with good second division marks keeping 50 p.c. in English.

Another girl was first given a stern lecture which made her tearful and was then asked

to say her lessons to do which she was helped with commisseration. She also developed seriousness in her studies and passed her School Final Examination in the first chance. Later on, when she had become a university graduate, she chanced to meet the teacher concerned and said to her "I still remember your lecture and feel grateful."

Once, a girl in a primary school class was found to be indulging in antisocial behaviour such as scolding, pinching and damaging other girls' things. The teacher-in-charge was asked to take the girl to the headmistress. She was called in, given something t eat first because it was after school-hours. In the beginning, she was afraid to approach the headmistress in fear of punishment, but gradually, the kind words of the teacher helped her to overcome her fear. When she came near, she was asked to do some writing which she did ; then she was asked to tell a story from her reader and, lastly, asked about the other girls in the class and why she behaved so badly with them, gradually, it came out that the girls taunted her because of her slovenly dress and she reacted to it with antisocial behaviour. She had almost illiterate parents who were unable to take proper care of her. The mother was requested to come and see the headmistress and when she came, she was advised to keep in constant touch with the school. The girl, also, was called by the headmistress from time to time and asked encouragingly about the progress of her studies. The class teacher helped her in the formation of habits of cleanliness and neatness. She was given praise as often as possible and was found to improve.

All these examples help us to see that there is almost no psychological problem in school which cannot be solved with patience and affection.

The Higher Secondary School Time Table

Amiya Haldar.

The preparation of the time-table is one of the most important duties of the Headmaster. A Time-table depends upon the curriculum which a school is going to follow. In India the curriculum is practically determined by the educational authorities, and for every teacher and every Headmaster it is simply a matter of taking what is given. They are only to make the best use of it. Now, upto class VIII as we find in West Bengal, the curriculum is cut-and-dried there is no choice for the teachers or pupils. But as we go up to Higher Secondary Classes, the students have got scope for choosing subjects according to their tastes and ability. But as the multipurpose schools are still in their formative stages, students actually do not get a wide scope for selection, because offering various alternatives in elective subjects is expensive and most of the schools can not bear such expenses. Still it is within the scope of teachers and Headmasters to offer as many electives

as possible in the interest of the students, though by doing so their work becomes all the more difficult. It is found that in many schools very few electives are offered for selection in Humanities group either due to the difficulty in the preparation of time-table or due to paucity of suitable teachers.

There are several considerations to be kept in mind in making the time-table. First, there is the question of fatigue. The best periods for fatiguing subjects are the second and the third periods in the morning and the second period in the afternoon. Some subjects are more fatiguing than others and attempts should be made to place the fatiguing subjects in suitable Periods.

The principle of variety should also be kept in mind in framing a time-table and provisions should be made for teachers so that light and difficult lessons alternate. The framing of the time-table is much easier where the class-teacher system is in practice. But it is not practicable in a Secondary School.

There are certain other factors for consideration in framing a time-table. First, when practical work has to be done in Science subjects, two successive periods should be provided for one subject.

Secondly, there must be some free periods for all teachers and the free periods should be scattered over the whole week as far as possible. English teachers who have a great deal of correction work to do should be given more free periods. Science teachers also require extra periods for the setting up of apparatus.

Thirdly, the length of the periods should not be too long or too short. Generally a period of forty to forty five minutes is satisfactory in every respect. We should try to observe these principles while framing the time-table, though numbers of things crop up when it comes to the actual making and we find it difficult to follow the principles. Making a time-table is not an easy job. Moreover frequent changes in the teaching staff necessitates frequent alterations in the timetable and thus it becomes difficult to observe the principles.

Now the subjects taught in classes VI to VIII are seven in number excepting Needlework, Handwork, Music and Games. So in a school of eight periods daily it is not at all difficult to allot sufficient periods for each subject. Even in a school of seven periods it is not difficult to fit in the subjects. A time table for class VIII having eight periods daily is given below :—

ROUTINE

	1	2	3	4	5	6	7	8
Monday—	Hist.	Sans.	Bengali I	Eng. I	Maths.	Geo.	Beng. II	Eng. II
Tuesday—	Hist.	Geog.	Science	Beng. I	Maths.	Eng. II	Eng. I	Sc. Club.
Wednesday—	Eng. I	Beng. I	Library	Eng. II	Maths.	Beng. II	G. Sc.	Drawing
Thursday—	Maths.	Music	Eng. I	Geog.	Beng. II	Eng.(Conv)	Sc.	Sans.
Friday—	Hist.	Sans.	Eng. I	Beng. II	Maths.	Beng. I	N.W.	P.T.
Saturday—	Maths.	H.Work	N. Work	Union	Union.			

It is most difficult to prepare a time table for class IX where the subjects are very many. Since there is no alternative but to teach all the subjects within the scheduled time, the following arrangement has been made in our institution.

ROUTINE (Humanities Group & Home Science Group)

Monday—	Eng. I	Psy. Econ H. Sc(Gr)	Maths.(C)	Craft.	Hist. Geog. H. Sc.(EL)	Beng. II	Beng. I	Eng. II
Tuesday—	Eng. I	Sans.	Social Studies	Psy. Econ H. Se. (Gr)	Eng. II	Beng I	Hist. Geog. H. Sc (EL)	Sc. Club
Wednesday—	Eng. II	Beng. II	Maths.(C)	Eng (Conv)	G.Sc.	Sans.	Social Studies	Logic Music H.Sc.(Gr)
Thursday—	Logic Music H. Sc (Gr)	Eng. I	Psy. Econ H.Sc (Gr)	Maths. (C)	Beng. II	G.Sc.	Beng. I	Craft,
Friday—	Beng. II	Eng. I	Library	Beng. I	Sans.	Logic Music H.Sc(Gr)	Hist. Geog. H.Sc(EL)	Eng. II
Saturday—	Beng II	Sans.	P.T.	Union	Union (for extra curricular activities)			

Here the elective subjects have been arranged in four groups according the choice of the pupils. At the first stage of the Multipurpose system of education we felt the necessity of changing the combinations of each group every year to suit the choice of the pupils and eventually we have been able to make more or less a permanent grouping of subjects.

Lastly we should always remember that school organisation is not simply the arrangement of time table, curriculum etc but primarily it is our attitude to our work. Only by cooperation with the teachers and students can the Headmaster bring about an effective development. The pivot is the child and we must help in its development into a fuller individual.

REVIEW OF WORK

This is a special issue of Teachers' Quarterly in which five out of six papers presented by headmistresses during 1964, have been printed. The programme of readings was as following :—

1. "Multipurpose schools,—Objectives and Achievements"—by Sm. Sushama Sengupta of Lake School for Girls' on 16.5.64

2. "The Role of Heads for Improvement of Instruction in Schools"—by Sm. Shanti Banerjee of Sakhawat Memorial Govt. Girls' School, on 6.6.64
3. "Teacher Pupil Relations" by Sm. Jyotiprobha Dasgupta of Govt. Girls' Multipurpose School, Aliporc, on 19.8.64
4. Some Emotional Problems of School Children, Causes and Cures"—by Sm. Niva Dasgupta of Chetla Girls' Higher Secondary School on 29.8.64
5. "The Problem of Falling Standards in Our Schools" Sm. Pushpamoyee Bose of Ballygunje Siksha Sadan, on 21.11 64
6. "The Higher Secondary School Time Table" by Sm. Amiya Halder of Bethune Collegiate School on 28.11 64.

Of these, no written copy of "The Problem of Falling Standards in our Schools" by Sm. Pushapa Moyee Bose had been received by us till the time of going to the press.

These papers, evolving out of the discussions initiated by the headmistresses concerned have made us conscious of the value of such seminars. Unfortunately a combination of various circumstances had prevented us from holding them in 1965, but we propose to hold a second series in 1966-67. Subjects suggested have been "The Problem of School Tiffin, Specially for Underprivileged Children," "Development of School Cooperative Stores" and "Our Secondary School Syllabuses—English" It is proposed that each of these seminars should be followed by a series of task force meetings for organising further studies and follow up activities. Authorities would be approached in each case for help as will as for accepting the give suggestions as in the case of discussions on the teaching of English.

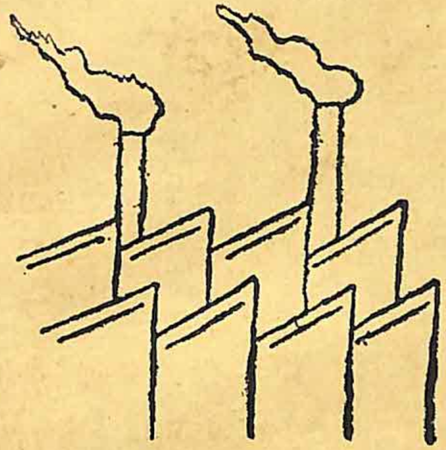
So far as other news of the Department are concerned, we are happy to announce that four experimental projects, as listed below, forwarded through us, have been approved by the NCERT :—

1. Bethune Collegiate School, Calcutta—"Improvement of the Teaching of (spoken) English in a High School Class" Rs. 330/-
2. Chetla Girls' Higher Secondary School,—"Developing Clearer Conception of Relief Through Modelling" Rs. 185/
3. Srikrishna Girls' Higher Secondary School, Chandrabhag "Improvement of the Teaching of English in Lower Classes"—Rs. 200/-
4. Khantura Girls' Higher Secondary School, 24 Parganas,—"Improvement of the Teaching of Bengali with the Help of Club Activities."

The first three of the above have been sanctioned financial assistance, for working out the projects, of amounts entered against their names. The reason why no grant has been awarded to the fourth, was that the school had forgotten to ask for any. We are trying to have this error rectified next year. It is hoped that the example of these schools will motivate others to draw up and work out experimental projects. This Department is ready to give all help to them.

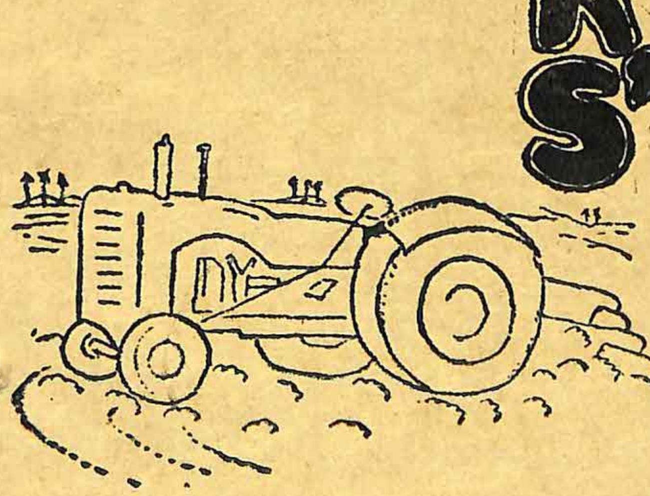
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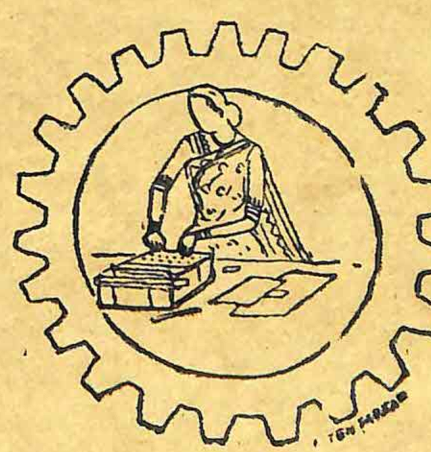
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FOREWORD

In the long history of the competition between "quality" and "quantity" in the sphere of education, the former always appears to be fighting a losing battle, because the demand for the quantitative expansion of education is much more loud and vocal than the efforts for its qualitative improvement.

There has been unprecedented expansion in the field of secondary education in West Bengal, since the achievement of independence, and still there is an ever increasing demand for more and more and still more.

Expenditure on education has also increased by leaps and bounds. More and more money is spent every year for the provision of school buildings, equipment and pay of teachers. Yet it is seen that this has not been able to keep pace with the rate of quantitative expansion, and this has been followed by a further fall in the already low standard of education,

It is fully realised, by all concerned, that better physical conditions are necessary for the qualitative improvement of education. What is not however, realised fully is the fact that edueation (in the real sense of the term) is a vital human process, which is helped (or hampered) by physical conditions, no doubt, but what makes the crucial difference in its progress or otherwise, is the human factor. Alas ! How often we have been impressed by imposing buildings and brand new furniture and equipment in a scheme only to discover later that what is imparted there in the name of education is merely some mechanical coaching for an outmoded system of final examination. When education boils down to such meaningless memorisation, the whole process is dull and unattractive for the teacher and the pupil alike. Such schooling may (or may not) enable the pupil to pass the School Final Examination, but it hardly gives him any intellectual or moral training or any deeper human value.

How can such a school provide for our children the romance and adventure of gradually gathering information about this wonderful world of ours, by their own efforts ? Where is the scope for achieving the deep satisfaction which comes from actively mastering the different skills ? Opportunities for cooperative constructive activity which provides a sense of success and worth-while achievement to the child in the school and helps him to grow up into a reasonable and responsible citizen in later life, is almost totally absent in most of our schools. Yet these are precisely the factors that lead to better education and they are more important than the school plant in the physical sense.

The real battle for the qualitative improvement of education must be fought (and won) by the teacher in every classroom in every school. The teacher need not feel nervous or helpless at the stupendous magnitude of the task, for, if he is really sincere and effective in his job he will be able to sense the interest of the pupils and thus secure a group of energetic, enthusiastic and helpful allies—instead of a gang of hostile rowdies or not-always-non-violent resisters.

It is indeed heartening to note that more and more schools are taking up concrete programmes or projects involving active participation of pupils, for the improvement of teaching in some school subject or some aspect of school life. Some of them have applied for special grants from the Government of India through our Department of Extension Services for meeting the extra expenditure involved in the project. We are glad to announce that most of them have been able to qualify for such grants.

We shall be very glad to help others also to take up such experimental projects.

Nalini Das

Experimental Projects In Schools.

It is not yet sufficiently widely known amongst our ednational institutions that the National Council of Educational Research and Training gives financial assistance to schools for executing small experimental projects aimed at improving school parctices from different angles. Teachers who donot try to put something new in their daily activities fall into the rut of irritability and work-to-rule attitudes which harm not only their students and the guardians of their students but also redounds to their own discredit. Lack of working in new proceedures encourages rote and stultifying routine and, without searching and looking for ways of cutting through difficulties, teaching becomes a tedious and aging process.

I always ask young teachers—"Aren't you afraid of growing old before your time or becoming school-marmish? If you are, do something new every year to rejuvenate yourself,—take some research work." But the teacher is afraid of this highly academic word, she has never been anything but an indifferent student. Well, call it 'action research' then, the new idea developed by some unorthodox American educationists by which is understood a systematised orientation in the daily activities of the teacher by which she tries to solve her own problems in her own way. The NCERT calls such action 'experimental projects.'

Supposing the problem is that our school childern learn English from text-books but are not able to talk in the language, they are inhibited against using English speech. What could the spoken English teacher do under such circumstances? She could let go and slide back, or, preferably, try to do her job properly to justify her appointment. The Senior and Assistant Teachers of Spoken English in the Bethune Callegiate School are making this attempt.

Take another example :— the teachers in a rural school know very well that they are not able to teach English adequately. They could, now, like bad musicians finding fault with their instruments, pretend that teaching English to village girls was an impossible task, fall back to 'work-to-rule' and take offence at every attempt at the introduction of dynamic methods of teaching. Alternatively, some of them could rise out of the strong gravitational pull of the background and try to show that there was nothing wrong with village girls, such has been the experiment at Srikrishna Girls' School at Chandrabhag.

The experiment undertaken at Chetla Girls' Higher Secondary School has been on improving the sense of the "relief" in reading maps through extra-curricular club activities so that, with the increased awareness of physical features, the girls developed a clearer under standing of their geography class studies.

The Khantura Girls' Higher Secondary School has used club activities in close correlation with the Bengali class syllyabuses so that the girls learnt to enjoy learning Bengali and have been helped to do better at the school examinations.

The preliminary findings of these four experiments have been given in the following pages. All of them have been approved by the NCERT and three are receiving financial assistance. The girls' school in Khantura had not yet received any grant becauses they had forgotten to ask for it.

Our purpose in printing these reports is, primarily, to draw attention and praise for teachers who are working often under adverse circumstances, for the much neglected cause of the improvement of standards of education. We aim also to convince other teachers that experiments are simple things for which laboratory conditions or great scholarship are not absolutely necessary and to show them one way of achieving recognition at the national level.

A bye-product of undertaking projects is that they often provide the experience and data needed for writing good seminar papers for the All India Seminar Reading. Programmes of the Department of Field Services (formarly DEPSE) of the NCERT. The Department of Extension Services of the Institute of Education for Women has been forwarding papers every year for this competition and, every year, one award has come in this directon. I must add in this connection that all the prize winning essays were those backed by data from experimental activities undertaken by the teachers concerned.

We invite enquiries on both these subjects and promise to give all help in preparing projects and selecting subjects for essays.

Kalyani Karlekar.

Bethune Collegiate School, Calcutta
Report on Experimental Project of 1965 on the improvement of Teaching Spoken English

Experimental Project

By

Sm. Kalyani Bose and Sm. Kabita Pal,
Senior Teacher and Assistant Teacher for
Spoken English of Bethune Collegiate
School, 181, Bidhan Sarani, Calcutta.

Owing to the disturbed conditions in the city, many working days were unavoidably lost. But still we have tried our best to create more interest in speaking and writing the English language. The following report, I hope will give a fair idea of the Project undertaken.

1. From our practical experience we found that children from class VI to VIII have learnt those structures taught to them quite easily through repetitions and drilling. The

actions were so interesting to the children that they loved to copy them and they followed the instructions without any mistake. Thus whatever they have learnt directly became a part and parcel of their lives. For instance we said to one girl. "Tapashee is wearing a red frock" and to another that "Minakshee is wearing a blue frock," in this way the students at once realised the difference between red and blue. We in like manner introduced other objects as well, of course and, the introduction of new structures were given by actions and in groups.

2. Secondly, as the majority of the students at this age are very restless and playful, we therefore introduced charts and drawings. As this approach was a bit different, the students took keen interest in the subject matter taught.

3. Thirdly, we have also introduced story books as it is a known fact that children of this age are very fond of story books because they are not only highly imaginative but also have a lot stories of adventures and we find that through story books and story telling, our problems are more easily solved.

4. Fourthly, we have encouraged students to keep gleaning and collecting books from which they may find or collect materials.

5. Fifthly, our students have collected pictures of places of interest on which they have written something in correct simple English.

6. Sixthly, everyday conversation on daily life, about themselves their family, about their favourite hobbies, their home work, the railway station, the Post Office, school, class-room, garden and playground — are held.

Moreover we have also introduced dramatization which has proved a great success. The students took keen interest to dramatize a story that was taken from their text book. It was done in the class which made the class rather interesting.

COMPREHENSION

A thorough understanding has been created in them due to desk work type of programmed composition done at different stages. Extra activity was also introduced for the interest of more intelligent pupils.

Samples of Drilling & Drawings VIII & IX

1. Safety First (Children crossing the streets)
2. Traffic Rules.
3. Drawings from the Text "Stories from Shakespeare"—
   Oral questions from Text books.
4. Collection of pictures of places of interest.
5. Pictures of great men.
6. A story in pictures.
7. A Railway Station.
8. Flowers.
9. Learning of Tense in Pictures.

EVALUATION.

1. Keen interest was taken and created by the above procedure.
2. Improvements have been observed in spelling, reading, comprehension and speech.

CONCLUSION.

1. With the help of more materials such as pictures, printed charts etc. a better result is expected to be achieved.

2. Records of English conversation would be a great help.

3. Interest in reading newspapers (sadly lacking here) could be created by having important reports from newpapers displayed on a board.

4. More conversation in English is necessary to improve the power of expression in a pupil.

Project Report

Chandrabhag Sreekrishna Girls' H. S. School.

Name of the project :—"Improvement of the Teaching of English in Lower classes." (through the structural approach)

Teachers involved :— Sm. Anjali Chowdhury (sponsor)
Sm. Malina Pathak.

Matter and Method of Teaching :—

The experiment on the introduction of the structural approach in class V was started as a pilot proiect in January, 1965.

The structures given below were taught from January to September, then the half yearly test was given. The rest of the session, upto the annual examination was devoted to revision and consolidation of the material learnt ; no new material was introduced.

Steps :—

1) This is proper name
That

Practised by holding pictures of known persons near the students (this) and moving them away (that). Scrap books (of famous men and women) with pictures cut from old newspapers and journals were prepared and the pupils practised writing—"This is—" under each picture and "That is—" a little away with an arrow pointing at the picture. Their photographs were pasted on their copy books and "This—" written under each. This method was followed in each step with suitable variations.

2) This is a common noun
That

Practised with dfferent objects in the class room and added, with pictures on the scrap-books. Masculine gender (boy, man) was taught with pictures and by bringing a boy into the class

3) Plurals

This	is	a	common noun
These	are		
That			
Those			

Comparative study with objects near and at a distant/inside and outside of the classroom.

4. Possessive pronouns.

This	is	my	Common nouns
That	are	your	Personal possessions
These		his	Parts of the body
Those		her	Related persons etc.
		our	
		their	

For masculine pronouns—father, brother—pictures and one girl's little brother were used.

5. Question Form :—

(a)	What	is	this	
		are	these	
			that	?
			those	
(b)	What	is	his	
		are	her	name ?
			their	names

6. Different uses of pronouns

My	name	is	a	name
I		am		boy
His				girl
He				
etc.				

So also with plurals.

7. Adjectives and adverbs —
Colours, qualities etc.

8. Prepositions a) Here, there, where,
b) On, in, under, etc.

Drilled by placing pupils and their things in different positions and also with reference with objects outside the class room.

9. Imperative — giving and carrying out orders.
Sit down, get up, fold your arms, touch your books, put the pen on the table etc.

10. Present continuous tense —

a) Carrying out orders and then saying —

I am	sitting down
	getting up
	folding my hands.

b) Doing something and reporting—

I	am	coming
We	was	going
She	is	walking etc.
etc.	are	

11. Past tense

a) With reference to activities

I	was	coming
We	were	going etc

b) Today, tomorrow, yesterday.

c) Now, then

With reference to school activities, holidays and important events.

Evaluation

a) Teachers' observations :— It was noticed that the oral and activity approaches made the girls happier and more interested in their studies than before.

b) Half yearly Examinations :— (copy of question paper is appended)

Marks obtained were as follows :—

Very high marks —	70. 90	.14
Average +	50. 69	.21
Average ordinary	30. 49	.46
Failures	8. 29	.10
Total		100

This achievement was definitely above the usual average by the standards of this rural school where the teaching of English is a serious problem.

CHANDRABHAG SREEKRISHNA GIRLS' HIGHER SECONDARY SCHOOL

Half-yearly Examination—1965

CLASS—V

Subject—English

Fnll Marks—100

1. Answer the following questions :— (any five) 15
   a) What is your first name ?
   b) What is your brother's name ?
   c) What is your address ?
   d) What is your friend's name ?
   e) How old is your brother ?
   f) Is Paul a boy's name or a girl's name ?

2. Re-write the following sentences :— 12

   Example :

   This is my pen.

   This pen is mine.
   a) These are our shoes.
   b) That is your comb.
   c) This is his shirt.
   d) That is her mirror.
   e) Those are their copy-books.
   f) This is Gopal's watch.

3. Write the following sentences in the Simple Present :— 5

   Example :—

   (Mr. Smith (work) in his office everyday.)

   (Mr. Smith works in his offlce everyday.)
   a) John (learn) Bengali everyday.
   b) Mary (sing) in church on Sundays.
   c) Nilima (play) on the guitar at home.
   d) Mary's dog (chase) Nilima's cat.
   e) Hafiz (drink) whey every morning.

4. Write the following sentences in the Present Continuous form :— 15
   a) We (learn) English in class III
   b) I (write) on the black-board
   c) You (read) your books.
   d) I (go) to the school.
   e) He (walk) in the garden.

5. Give the meanings of the following words :— (any eight) 8

   Handkerchief ; Cupboard ; Remember ; Yesterday ; To-day ; To-morrow ; Daughter ; Thanks ; Friend ; Surname ; Address ; Breakfast.

6. Frame sentences with the following words :— 10
Name, Girl, Pencil, Picture, Table.

7. Fill in the blanks :— 10
a) ....is.......book
b) It ....the table
c) My.........is.......my bag.
d) He.........walking.........the desk.
e) ....Books.........here.

8. Give the Plural form of the following words : 5
I, You, Boy. Girl, This.

9. Answer the following question :— 5
a) What is Mary ?
b) What is Ram ?
c) What is Ashis ?
d) What is Anne ?
e) What is John ?

10 Dictation and Reading. 6—5

CHANDRAVAG SRIKRISHNA GIRLS' H. S. SCHOOL

Annual Examination—1965
CLASS—V
Subject—English
Full Marks—100

1. A sack of potatoes is Rs. 10.00 and box of apples is Rs. 15.00. The apples are from Simla and they are good. The potatoes are from Simla too. 4

Read the above passage and answer the questions —
a) What is the price of a sack of potatoes ?
b) What is the price of a box of apples ?
c) Where are the apples from ?
d) Where are the potatoes from ?

2. Make questions with "Do" or "Does" :— 10
a) She drinks milk
b) They walk in the morning
c) My mother loves me
d) I go to school.
e) Mr. and Mrs. Das take tea

3. Make "words" with the following letters — 5
A,O,M,X,G,Y,N, B
4. Make sentences with the following words — 5
Shop, Rub, House, Scarf, Friend.
5. Write the following sentences in the negative form — 10
a) Jaba comes to school.
b) You like cakes and sweets.
c) Reba and Seba take mi k.
d) We buy new books.
e) Mrs. Das leaves the place.
6. Answer the following questions — (any four) 16
a) What do we do with our nose ?
b) What do we do with our teeth ?
c) What do we do with our legs ?
d) What do we do with our eyes ?
e) What do we do with our ears ?
f) What do we do with our mouth ?
g) What do we do with our tongue ?
7. Fill in the blanks :— 5
a) We——with our ears.
b) The artist draws lines———a pencil.
c) ——boys are good.
d) Look———the picture.
e) A man does————walk on his head.
8. Place "Pronoun" instead of Noun . 10
Every morning Tapan gets up early. Tapan washes Tapan's hands and face. Tapan loves Tapan's sister, Mira. Mira is a good girl. Mira goes to school. Mira loves Mira's brother. Tapan and Mira play together.
9. Re-write the following sentences in the Present Continuous Tense—
a) The boys move the teacher's table.
b) I write on the blackboard now.
c) You read your books.
d) We learn English in class IV.
e) Dinu works.

The results of the annual examinations showed about the same achievement at every level which will be seen in the following table—

Marks	Half-yearly	Annual
0—29	15	21
30—49	46	46
50—69	21	25
70—99	14	13
Total	96	105

It is to be noted there were two more failures than in the half-rearly examination. On the other hand, though the achievement of marks between 70-99 was less by one, the number of girls getting more than 90 were four in the annual examinations as against one in half yearly.

(From a report submitted by Sm Anjali Chowdhury)

Project Report

Chetla Girls' Higher Secondary School.

Introduction — It was not possible for the School to start the project — "**The Study of Relief by Modelling**" in the beginning of the year 1965 on account of the disturbed conditions prevailing in the city. When the project was started, rather late in the year, it was therefore taken as a "pilot project" to prepare the ground for more thorough work in 1966.

Teachers Involved

1) Sponsors — Sm. Prakriti Haldar
Sm, Gopa Roy

2) Other participants — Sm. Asha Mukherjee
Milan Roy
Roma Basu

Only one section of class VI, section E has been selected as the "experimental group" for the year 1965. The total number of students in this class is 43, all of whom have been newly admitted to the school in the current year. Sm. Gopa Roy, one of the two sponsors of the project teaches Geography in this section. Other sections of the class were also given some extra work in the study of relief.

Procedure —

In class VI E, the relief of Europe was first studied in the Geography club with a relief map. As the Geography of Europe is studied in class VI it was felt that an extra curricular study of the relief of this continent would make the class syllabus study more attractive as well as easier. Relief study was expected to make the pupils' ideas more practical and concrete than study from flat maps.

The teacher first explained to them the way in which they could see the different "levels" in the relief. They were also shown an ordinary physical map on which the different levels were shown in different colours.

The teacher explained some physical features such as the fold mountain, the block mountain the plateau the plain, the island, the lake, the peninsula, the rift valley etc. and illustrated them wiih refence to the relief map of Europe. Interesting points such as, how the

Italian peninsula was surrounded on three sides by the sea, or the differences between the Spanish plateau and the great European Plain, how the Spanish plateau was surrounded by hills and mountains and the peculiarities of these hills and mountains were all explained to them. They studied the differences between broken and straight coast lines and their advantages in connection with the transport systems of these countries. They found out from the maps the land areas which were below the sea level.

When they were thoroughly acquainted with ihe physical features of Europe, they studied the rivers and lakes of the continent. From a study of the sources and directions of the rivers they found that most of them were flowing in North and North-Easterly directions, but some of them, as the Dneiper, the Don and the Volga were flowing in South and South-Westerly directions, though most of them had their sources in the central part of Europe. From this study they came to the conclusion that the Northern, North-Western and South- Western parts of Europe were lower in altitude than the Central part and in doing this, they also came to know about the lakes and the marshy lands of the continent.

While studying in this way, it was found that the students took more interest in the relief map than in the ordinary map and also showed interest in relief modelling. Some of them wanted to make models of the different physical features of Europe.

Evaluation :

This study was done for four days only and they were asked to read their flat physical maps at home for understanding the features they had observed on the relief.

They were then examined on what they had learnt. Twenty seven students were present on the day and were divided into six groups with four or five members in each group. Each group had to show ten features on the map of Europe.

They were as following :—

GROUP A

1. A mountain knot in Europe.
2. A mountain on the Eastern side of Europe.
3. A plain flooded by the river Danube,
4. A block mountain
5. The place where the sources of most of the European rivers are found.
6. Whether the land there is high or low.
7. A peninsula in North-Western Europe.
8. An island in the South of Europe.
9. The mountains surrounding the Lombardy plain
10. The longest river of Europe.

GROUP B

1. The highest area of Europe.
2. The Valdai Hills.
3. A 3000 feet high plateau in Western Europe.
4. The Vosges Mountains.
5. The direction in which the following rivers are flowing, viz-Garonne, The Seine, the Rhine Elbe, the Oder, the Vistula. the Petchora, the North Dwina.

6. To find the low areas from the above index,
7. A peninsula in the South,
8. A portion of Central Europe which has extended to the North.
9. A mountain to the North-East of the Bohemian plateau,
10. An island of old rocks.

Group C

1. A fold mountain of Europe.
2. The Appenine Mountains.
3' The Great Plain.
4. The Jura Mountain.
5. The direction in which most of the European rivers are flowing.
6. Deduce the high / low parts of Europe from this.
7. An island to the West of Europe.
8. A portion of the sea which has entered into the country in its North.
9, The mountain in the North of the Spanish plateau.
10. The lakes of the mountains and of the plains.

Group D

1. The "backbone" of Europe.
2. The Divaric Alps.
3. The highland of Bohemia.
4. The Etna Volcano.
5. The direction of the flow of the Dniester, the Dnieper, The Don and the Volga.
6. Deduce the levelling of the land from this,
7. A peninsula in the North.
8. A marshy land in the Great Plain.
9. A mountain in the North East of the Spanish Plateau.
10. Portion of Europe made with old rock.

Group E

1. The lowest portion of Europe
2. The Pyrenese.
3. The plateau made of old rock
4. The Stromboli volcano
5. The largest lake of Europe
6. The Fjords,
7. Any river flowing towards the East.
8. If there is no such — the reason why.
9. What divides Europe from its largest island to the West.
10. Whether the Great Plain is absolutely plain.

Group F

1. The areas below the sea level.
2. The Carpathian mountain.
3. The Lombardy Plain.
4. The highest peak of the Alps.
5. The most broken coast line.
6. Deduce the high and low areas in the region from the fact that the rivers of Scandinavia have flown into the Bothnian sea
7. A peninsula in the West.
8. The sea which has entered into the country in the South.
9. A mountain in the North East of the Hungarian plain
10. The source of the Volga river.

Each group had to answer ten questions and point out the features in question and to define them as also explain reason for their answer. The evaluation was of the whole group as none of the pupils could be taken separately. The results showed a wide discrepancy in achievemens between the groups.

Group A — 70%
B — 40%
C — 75%
D — 100%
E — 70%
F — 80%

It will be seen that all the groups excepting group B did very well in the test. It was noted in this connection that a large number of pupils of group B had been absent from the exercises leading to the test.

From a report Submitted by
Sm. Gopa Roy

Project Report

Name of the School—Khantura Girls' Higher Secondary School.

Name of the Project—Improvement of the Teaching of Bengali with the Help of Club Activities.

Teachers involved—Sm. Karabi Banerjee (Sponsor)
,, Bani Ghose
,, Mira Chowdhury

Report on activities—Literary Club activities were undertaken by pupils of of all classes from V to X as following :—

Class V :—Girls maintained files in which they collected pictures of the writers whose works were set in their text books. They held reading and recitation sessions with pieces by these writers from their text books and collected from outside. They framed the pictures of the most important writers and hung them in the classroom. The girls dramatised and acted a historical poem by Tagore and made a clay model from a scene in it.

Class VI :—The pupils maintained similar files as in class V and wrote short essays on selected writers. They dramatised some prose and poetry pieces and also held recitation sessions.

Class VII :—In addition to the maintenance of files these girls held more elaborate literary discussions than the girls in the lower classes. They dramatised and acted some well-known pieces and took responsibilities on the occasions of cultural functions in the school.

Class VIII :—They prepared wall-charts of Bengali literature at different periods in its history, collected samples (quotations) of language and literature at different stages of development and tried to recreate and write about the ways of life represented in the literature of the various periods. They organised sessions of singing, recitation, dancing, dumb acting on their own initiative and dramatised a historical poom by Tagore.

Clas IX :—They prepared charts on old Bengali literature and collected samples from the oldest avilable Bengali works. They dramatised an opisode from a historical novel by Bankimchandra Chatterjee.

Class X :—They analysed medieval Bengali literature in its different trends and aspects and poepared two charts on the material. They organised a session to discuss with quotations the religions and humanistic trends in the titerature of this period They also made representations in drawings paper—cuttings and clay modelling.

Evaluation :—

Teachers' Observations :— The girls showed greater interest in Bengali literature and enthusiasm in organising the club sittings and others activities.

Puja Vacation Courses

The Puja Vacation Courses were held from the 12th to the 22nd October, 1965, in five subject streams, viz, Bengali, English, Geography, History, and Social Studies. 97 teachers from 51 schools in different parts of West Bengal attended. Detailed reports of the subject groups (excepting Bengali which will appear in Sravani) are being given below.

What was different this time was that every participant in every subject group was required to undertake an additional, thorough, detailed course in Civil Defence. This meant not only long hours of attendence and home work, but also strenuous physical exertion. All the teachers, however, gladly undertook the extra labour as part of their citizenship commitment.

The day started everyday at 10-30 A.M. when the participants met in the respective subject groups to work till lunch time. Then they dispersed with assignments to be finished individually in the evening. The afternoons were given over to Civil Defence classes. The theoretical part of the training was provided by Mrs. Karleker (trained as a staff officer at the CERTI, Nagpur) and the practical training was given by Sri S. K. Brahamachari Hony. Secretary, St. John's Ambulance, West Bengal, assisted by a batch of instructors from the Civil Defence Department, Calcutta. Apart from the general principles and practices of Civil Defence the participants received training in theory and practice of simple emergency rescue, first aid and fire fighting. They received certificates from the Civil Defence Department of the Government of West Bengal. Maj. Gen, A. K. Gupta, Controller of Civil Defence Calcutta, presided at the closing session and presented each participant with two certificates of attendance,—one for the subject group and the other for Civil Defence. An exhibition of visual materials prepared in the workshops and demonstrations on fire fighting, rescue and first aid along with a short programme of patriotic songs with commentary had been organised for the occasion.

GENERAL SCIENCE

The main objective of this group was to analyse the syllabuses on General Science for classes VII and VIII of secondary schools and, as it transpired that some of the participants were interested in discussing physical sciences, while others wanted biological sciences, time was allotted for the study of both.

Various experiments which teachers should be able to undertake in their day to day class teaching, were practised on topics presented for classes VII and VIII, Topics dealt with in physical sciences were as follows :—

List I

1. Alkaline Pyrogallate Test
2. Lighted candle test
3. Experimental determination of weight of air
4. Experiment to show rusting of iron.
5. Experimental determination of upward pressure of air.
6. Construction of barometer
7. Construction of syphon.
8. Archemedes' Principle
9; Determination of specific gravity
10. Determination of specific gravity by Hare's apparatus
11. Determination of specific gravity by Specific Gravity Bottle.
12. Use of Lactometer.
13. Artificial magnetisation.
14. Use of compass.
15. Decantation, filtration, distillation, solution, saturated solution, crystallisation.
16. Preparation of Carbon-Di-oxide.

Topics for biological sciences were as following

List II

1) Parts of typical flowering plant
   Specimen :—uprooted pea plant
2) Different parts of a typical root.
3) Types of root
   a) Normal
   b) Adventitious
4) Function of root
   a) Expt on Absorption.
   b) Expt on Osmosis (by Potato & by Kismis)
5) Identifying characters of a typical stem
6) Function of stem
   a) Expt on Conduction by Tuberose
   b) Special function—storage—Specimen shown—carrot, beet, raddish
7) Parts of a typical leaf : simple and compound leaf.
8) Function of leaves.
   a) Expt. on Transpiration (Belljar expt)
   b) Expt. on Photosynthesis (with Hydriha leaves)
   c) Expt. on Respiration (with flower petals)
9) Flower and its different parts.

10) Cell—History of discovery
Specimens shown a) Honeycomb
b) Thin slice of a cork cell.

11) Structure of a cell (Both plant and animal)
Slide shown a) Cells of onion, yeastcells.
b) human blood cell.

The participants then discussed about various organisations and associations dealing with science studies. The names of the Central Science Club at the Institute of Education for Women, the Calcutta Science Club, Science for Children, School Science Clubs and the All India Science Teachers' Association were mentioned in this connection. To many of the participants this discussion was an eye-opener in as much as they had never heard about such activities before. Everybody felt that participation in such organisations was one of the ways of ensuring professional growth and enriching knowledge and experience in science.

It was further realised that the objectives of science education could not be fully achieved through class teaching only ; organisation of science clubs and science fairs were suggested as ways of broadening experience. Some reference books, such as the UNESCO Scource Book of Science Teaching, General Science Activities for Classes VII—VIII, published by the NCERT, Understandlng Science as well as illustrated eneyclopaedias were listed which would enable teachers to guide the students in their extra-mural activities.

Holding of exhibitions and fairs involved the preparation of various exhibits. Students should be expected to do all this work under the guidance of their teachers. Teachers should develop themselves in order to be able to give the required help. The participants in the training course, therefore, practiced making different types of models, reliefs etc. in paper pulp, plasticine, plaster of Paris and also simple graphs and charts. A visit was arranged to thc Government Girls' M.P.H.S. School in the same campus to see the work done by the students in their science club. A visit was also paid to the press and office of the Ananda Bazar Patrika Pte. Ltd. for observing the procedures and machinery in the publication of daily newspapers.

Another activity of the participants was to prepare objective type tests through which not only factual learning, but intelligence and powers of thinking and analysing of of the students could be evaluated. The participants themselves were subjected to a short test and the results were tabulated.

An exhibition of the visual materials prepared by the participants was held on the closing day of the course.

(From a report submitted by Anima Basu and Sandhya Sur who acted as resource persons)

———

HISTORY

The Primary need impelling the participants in this group was of meeting the requirements of our country in these crucial beginning years of independence in the preparation of adequately trained and inspired citizens and in developing men and women who will be able to tackle the various social, economic and cultural problems with which the country is beset. The great problem in the teaching of history, therefore, was to free it from academic verbalism and draw it nearer to the real problems of life so that the students could grow up with proper awareness of human and national ideals. The first step in this direction would be to discover ways of relieving the monotony of dead facts and making them interesting and attractive.

The training courses opened on thc 12th October, 1965 with a meeting of all the groups of participants addressed by the Coordinator on the general aspects of the course. The different groups of teachers then separated for discussions on their own subjects. The history group met and worked under the guidance of Miss Aparajita Roy and Mrs. Neela De.

The group felt that history was the starting point and basis for the building up of national consiousness, for was this subject in which the past, present and future of a nation were projected together. History being universal, eternal and based on truth, creation of interest in this subject was expected to work for the inculcation of deep, broad national and humanistic ideals in the students. The main obstacle to this was the common idea that one did not have to understand history but had to learn it by heart in order to get through the examinations. It was felt that this rote approach left no scope for the development of understandings.

Factors which hampered the adoption of proper approaches to the teaching of history were classified as following—

(a) Heavy syllabuses.

(b) Failure in concretisation of abstract facts of the past into the living present.

(c) Tendency to make the students learn by rote.

Teachers of history were incompetent to deal with the first factor because they had very little say in the drafting of syllabuses but dealing with the other problems was within their purview.

The next few days were, therefore, devoted to studies of the true character, definition and scope of history so that the participants could approach their subject with clear ideas. Miss Roy gave a talk on different methods of teaching history and Mrs. De helped the group with references for readings.

Two sets of recommendations were drafted as guide-lines for teaching at the Primay and the Secondary levels. These were as following :

THE PRIMARY STAGE

1. To present history in attractive stories without being deflected from the truth and ensuring that the children take down the facts correctly. If the school had the resources, to cyclostyle source materials and distribute amongst children.
2. To show historical pictures through an epidiascope if the school had one. In that case the teacher would have to evolve a classified collection of pictures and books. If the school had a film projector, films of historical stories or documentaries of historical places could be shown, given a gramophone or a record player, records on historical topics could be played. The pupils could be encouraged to listen to historical broadcasts. The television was mentioned as an educational equipment of the near future, while a stereoscope would be a comparatively cheap equipment for making pictures realistic to the viewer. It was understood that all schools could not hope to be able to use all the equipment and that there would be a large number of schools which would have none of these. In such cases other types of cheap audio visual approaches and materials could be used.
3. To teach the pupils to prepare albums of collections of old pictures and make models of historical places and incidents. Those who showed artistic abilities would be encouraged to draw pictures.
4. To take the pupils on visits to historical places and museums and then discuss the things seen by them.
5. To show historical maps and time charts in class and encourage the pupils to prepare the same.
6. To encourage role-playing, dialogues and dramatics on historical events and personages.

Concrete, living, audiovisual approaches and activity methods were emphasised at this stage because the first impressions and understandings were created here.

THE SECONDARY STAGE

The approaches at the secondary level were enumerated as following :—

1. To encourage students to draw historical maps of the empires and states of different countries at different periods of time and to help them to prepare historical calenders, time-charts etc.

   Encouraging students to draw and/or collect historical pictures, collect stamps or coins would also create interest in the study of history.
2. To use the "source" method for developing historical interest. Examples (a) copies of translations of the Asokan edicts could be given to students and questions asked on the matter creating an atmostphere of historical research and helping students to think and reason. (b) Distributing copies of maps and source materials and asking sudents to relate the materials to the maps would

encourage them to think. These techniques would be effectively used at the recapitulative stage in lesson.

3. To do effective, classified board work in class and ensure that the students copied and studied them.
4. To organise monologue, dialogue role-playing and dramatisation on historical characters and events and to encourage pupils to deliver "little man's" lectures on historical topics. These techniques introduced in the face of heavy sylla buses and short periods could add new dimensions to the teaching of history and create new awarenesses.
5. To introduce the "problem approach". In this the teacher would have to be careful of not frustrating the average and below-average standard students by offering different difficulty level problems to different intelligence-level groups of students without making them conscious of discrimination.
6. To correlate history with the allied subjects of geography and social studies for developing integrated attitudes and to encourage collateral readings on historical subjects to develop breadth and depth of vision.
7. To introduce group work for developing social skills of cooperation and mutual understanding. For example, in studying about Gautama Buddha, each group of students would study a particular aspect of the subject and contribute a section of a booklet to be complied with essays, pictures, maps, scripts etc. Group and individul work could also be done in collecting coins, making maps, time lines, models etc.
8. To organise a "history room" in the school. This room would be equipped, amongst other things, with a bulletin board on which cuttings from journals and newspapers would be put up. To encourage students to read newspapers and journals and collect materials for the board. To be successful in this the teacher should be an alert reader.
9. Audiovisul materials and equipment could be useed as in the primery stage but at a much higher level. Field trips could also be organised.
10. To introduce new type tests keeping pace with modern methods of teaching. These would include (a) new type objective based, specified essays, (b) short answer questions and (c) objectives tests such as simple recall or recognition, enumeration, true-false, multiple choice, matching, judging, chronological and similar other items.

In conclusion it was emphasised that the success of all techniques and methods depended on the teacher's presonality, sincerity and efforts in establishing relations btween the past and the present. Difficulties would have to be faced with resourcefulness and overcome or byepassed as the case may be.

Along with these discusions, the participating teachers prepared visual materials (charts, maps etc) as a part of training and took them back to school with them.

(Translated and condensed from a report submitted by a participant)

ENGLISH

JUNIOR GROUP REPORT

A refresher Course was arranged for 11 days (12th Oct. to 22nd Oct. 1965) under the auspices of the Extension Services Department, Institute of Education for Women, Calcutta, in the Puja Holidays.

Teachers from Calcutta and its neighbourhood attended the course in large numbers. But teachers from North Bengal of whom I am one were also given the opportunity of attending this course.

About forty participants attended the English Course and they were divided into two groups as.

Senior Group—teachers teaching higher classes as IX, X, XI.
Junior Group—teachers teaching in Junior classes from class V to VIII

The English course was planned according to the suggestions made by the teachers based on the difficulties they are confronted with in their daily teachings. Miss. A. Bose, Mrs. S. Mitra and Mr. Sukumar Mitra conducted their training course.

Mrs. S. Mitra took classes on—

i) General Principles in teaching English in junior classes.
ii) Methods of teaching English.
iii) Pronunciation.
iv) Practical aspects of teaching English.

Miss. A. Bose on :—

i) Analysis of text materials with special reference to class-room teaching in a play-way method.
ii) Methods of teaching grammar, composition, prose, poetry and translation and structural approach.
iii) Construction of objective tests as an evaluation teachnique.

Mr. S. Mitra on :—

i) Sequence of tenses as a problem with an emphasis on the present continuous tense.
ii) Idioms in the English language and their use. The main purpose of this course in junior group was to help teachers in introducing English at the initial stage. They were also helped to recognise the value of situations and experience of the children with the various linguistic materials in the class room.

Lectures, discussions and exercises were, therefore, arranged on the actual problems of the class room.

Techniques of teaching English in tables were demonstrated. Special instructions were given on the Phonic method combined with the Direct method in a meaningful situation.

It was also discussed how demonstrations showing pictures and other audio visual aids were helpful in inhibiting the mother tongue in junior classes.

Analysis of text materials—certain lessons from the Peacock Reader and Dipak Reader (Book 3) were analysed mainly on the basis of some linguistic points. It was however, demonstrated how such points from the text material are to be handled.

The participants in this group were taught to frame questions which generally help children concentrate on a particular learning point at a time. The correct question forms and question tags were discussed in the class. The signalling question on adverbials, with "how" "when" "where", Nouns with "who" "what", "which", "whom" and adjectives with "How many", "How much", "What kind" were practised.

The lessson on "countable" and "uncountable" nouns and restricted use of indefinite articles was given. The participants were taught to construct substitution tables themselves. The discussion on "if" clauses in their verb tenses, with reference to their different situations was made and a substitution table in each case was drawn up to make clear the different usage of such clause. Likewise, concord of verbs tenses was discussed and a substitution table was drawn up by the participants.

The substitution table so made will be of great help in actual class room situation, especially in the application stage.

Analysis, the most difficult things teachers face in teaching grammer, was thoroughly discussed. The participants were trained to teach the importance of word order and connections of words in a play-way method. New devices in teaching analysis by introducing charts and boxes were emphasised in the class.

Besides all those, in a class on pronunciation certain points of difficulty in sound pattern, stress, rhythm, and intonation were discussed as well. I. P. A. alphabets were however taught with the use of a pronouncing dictionary.

Discussion on "Non-detailed sudy" was made in the course with a view to inspire the children to read by themselves as much as practicable without imposing any compulsion.

Likewise, the present continuons tense, mainly its peculiarities with reference to future tense, was dealt with in the class. The importance of few simple idiomatic usages in English language was discussed, as will. Reference was made to some English idioms for vivid expression. The technique of their introduction in the class was pointed out to the participants.

A detailed discussion with adequate illustrations took place on the formation of lesson plans as well as on the scheme of lessons for a term. In this connection it was illustrated how co-ordination between different teaching points like translation, grammer and composition in English can be maintained.

Within this short period we heard of and practised a few teaching methods through lectures, discussions and assignments undertaken by us and hope to make use of all such methods in the actual class room.

Towards the end we made a humble request to the experts to come to our schools from time to time to see the nature of work we have been doing at school.

Mira Ghose.

SENIOR GROUP REPORT

We assembled on the 12th October 1965 to participate in a course of training in English teaching. After a preliminary talk we were divided into two groups—teachers teaching 1) in senior classes and 2) in junior ones. To make the short courses a success our Professor Sja. Anupama Bose first of all asked each of us about the problems and difficulties faced in the class room by different teachers of various schools of West Bengal and the main difficulty on which most of us agreed lies in the area of compostion i.e. the area of thought and expression—that difficulty however as was realised by all of us, is mainly due to the non-acquistion by the pupils of skills of comprehension & expression and as a result, the pupils were compelled to take recourse to cramming, which was the greatest failure on the part of the teacher of a language.

So, accordingly, it was planned that our aim of the present course should be confined to finding out the causes and remedies of these defects and to do this, we should have to dwell on the spheres of spelling, pronunciation, vocabulary and then pass on to the field of verbs, verb-concords, i.e. agreement with subject, person and tense, etc. then to anoma lous verbs as dare, need, should, would and regular verbs (finites) which would lead, in usual course, to the usage of gerund and participle. Next, the difficult area of the use of articles was discussed. Actually all the above mentioned topics were discussed 'at length with lots of assignments on almost every part. In view of the fact that English is not a knowledge subject but a skill subject we need a lot of practice in acquiring the skill, the work and the daily assignments done here would equip us with plenty of examples in our class rooms.

The two objectives that we should keep in mind, as our Anupamadi stressed again and again were to create interest for the subject in the pupil's mind and to apply methods in a new and interesting way i. e. the direct method.

It was suggested, we should begin with verbs and that with present continuous tense. Sentences that can be connected with life situations would be most effective. It was also demonstrated grammar taught in course of reading the text in the playway method was more interesting than doing it from the grammar books mechanically.

We got a clear concept regarding the signals of style and good English. How to acquaint the students with the skill of contraction i.e. synthesis, how to proceed from one paragraph to another, how to use variation and mixture of patterns & variation of usages etc. in the context of literacy pieces were the things we learnt in this long and interesting discussion.

An idea of the lesson plan on both prose and poetry was given with reference to actual text books and models of teaching were given as well. The musical recitations of several poems by our professor were very enjoyable.

Teaching difficulties regarding composition work in senior classes can be overcome, as Mrs. Mitra suggesaed by proper preparation and presentation of the subject matter in an interesting way. To achieve this it is better to ask the girls to suggest some topics connected with their life e.g. 'a rainy day' or 'the school bus' or 'the firefighting of yesterday' and so on Oral drilling first, will turn the harder compositions to be easier and less dreaded.

The work done here will be of much beneflt and we hope we are carrying something new and helpful which wil undoubtedly bring new enthusiasm in our work.

Actually speaking, we have received a new idea of treating the topics we usually teach and we feel relieved of the steotyped drabs.

Namita Gupta.

SOCIAL STUDIES

(Report on Training Course held from the 12th to 22nd October. 1965)

The members of the workshop first discussed the various problems that they have encountered in the course of teaching social studies to the children of class X schools in which social studies is a subject of public examination, and also of class XI schools in which social studies is not a subject of public examination.

Some of the problems are :

Class X schools—(1) The Social studies programme has to be oriented to the needs of the public examination, which means : (a) teaching by traditional methods, (b) slavish dependence on the text book, (c) examining, (d) setting only essay-type questions in the examinations and (e) divorcing of social studies instruction almost wholly from the actual lives of the pupils.

(2) The common school offers little opportunity for organising even a minimum programme for a creative social studies instruction : (a) heads of the schools are usually conservative in education, (b) assistant teachers often do not co-operate, (c) guardians are mostly indifferent and not infrequently obstructive, and (d) other school conditions are generally unfavourable.

(3) A teacher who can competently handle social studies is rather rare.

(4) The syllabuses demand a conventional treatment of the subject, and leave little room for teacher-initiative in the matter of approach and evaluation.

(5) A widespread suspicion about the value ef social studies as a school subject.

Class XI Schools :—The problems of class XI schools are about the same as those in class X schools. There is however an additional factor : since social studies is not a subject of public examination, it is generally neglected, often badly. The schools are by no means rare in which social studies exists only in the time table.

Next the members dicussed the problem of social studies instruction under the following four heads .

(a) Why social Studies ?
(b) Contents of Social Studies.
(c) Approach to Social studies.
(d) Evaluation on social studies.

The discussions were free, frank and constructive. The members spoke from their experience with the subject, and were eager to learn from one another. They prepared a number of tests, and visual aids in various aspects of social studies.

Finally, the members expressed the following opinions :

(a) The encouraging experience of teaching social studies though limited to a few schools only, proves that much of the difficulty of teaching the subject in an ordinary school can be overcome by a thoughtful, patient, practical and energetic approach ;

(b) It is possible to change the system of evaluation both external and internal, to keep at least partly the spirit of social studies in the classroom.

(c) the syllabuses should be suitably revised ;

(d) Text-book writers may be asked to follow certain instructions to be laid by the Board of Secondary Education, in writing the books ;

(e) Seminars and discussion meetings may be held from time to time in the Traning Colleges to orient the assistant teachers and heads of schools in the methods of social studies instructions and evaluation.

Sukumar Mitra.

(Continued from page 15)

This increased interest was reflected in the work they did in class.

Class examinations :— In the two class tests held in the year, most of the students showed improvement in spelling and a better acquaintance with literature.

Prognosis :—

Considering that the beginning of the year was disturbed by a teachers' strike, it is expected that the benefits of club activities will be greater in 1966.

(From a report submitted by Karabi Banerji)

LIST OF PARTICIPANTS

(Pujah Vacation Training Courses, Nov. 12th—22nd, 1965)

BENGALI

Batanagar M. P. H. S. Girls' School	Halima Khatun
	Chitra Biswas
Beltala Girls' H. S. School	Karuna Bhattacharya
Bijaynagar Balika Vidyalaya	Gita Sil
Bon Hooghly Girls' High School	Kamalsri Acharya
Hinduthan Siksa Bharati Girls' School	Manju Roy
Ichapur Girls' H. S. School	Sadhana Kar
Indian Girls' High School	Gita Ghosh
Kasba Jagadish Vidyapith for Girls	Ila Ghosh
Konnagar Girls' High School	Shyamali Chakravarti
Nebadhai Balika Vidyalaya	Gita Sil
Sabitri Mahajati Balika Vidyapith	Rekha Biswas
Sakhawat Memorial Girls' School	Arati Biswas
Sarat Kumari Jasoda Sundari Girls Jr. H. S. School	Dipali Nandi

ENGLISH

Balika Bani Mandir	Keya Dasgupta
Borai Balika Vidyamandir	Chabi Ray
Batanagar Girls' M. P. School	Gouri Sengupta
Belgharia Mahakhali Girls' School	Sadhana Chatterjee
Binapani Purdah Girls' School	Radharani Mukherjee
Chandrabhag Srikrishna Girls' H. School	Anjali Chowdhuri
Chetla Girls' H. S. School	Chitra Dasgupta
Gangapuri Siksa Sadan for Girls	Namita Gupta
Garulia Balika Vidyalaya	Anima Bose
Govt. sponsored M. P. H. S. School (Baghbazar)	Sudharani Sengupta
Howrah Deshbandhu Balika Vidyalaya	Shanti Mukherjee
Ichapur Girls' High School	Kalpana Das
	Bandana Bhattacharya
	Swapna Bhattacharya
	Gita Majumdar
Indian Girls' H. School (Kanchrapara)	Anjali Roy
	Sadhana Karmakar
	Binapani Ghosh
Kaliagunge M. M. Girls' High School	Mira Ghosh
	Gouri Bose
Khalisakota Adarsha Vidyalaya for Girls	Shibani Sen

Nabadwip Bakultala Balika Vidyalaya	Gitanjali Mukerjee
Nandigram B. N. Girls' H. S. School	Hiranmoyee Kar
Narayani Siksalaya	Purnima Datta
Narikeldanga Girls' H. School	Arati Ghosh
	Anjali Sengupta
	Nilima Roychowdhury
Nebadhai Balika Vidyalaya	Monisha Haldar
Prafulla Chandra Sen Girls' High School	Monju Guha Roy
Priyanath Girls' School, Kharda	Ila Ghose
Sashimukhi Bose Balika Vidyalaya	Manjusri Bhanja Chowdhuri
Uttar Dum Dum Vidyapith for Girls	Charunalini Roychowdhuri

GENERAL SCIENCE

Beltala Girls' H. S. School	Madhuri Sen
Bijaynagar Balika Vidyalaya	Anjali Nandi
Bonhoogly Girls' High School	Alaka Basu
Chandrabhag Srikrishna Girls' High School	Pushpa Banerjee
	Jana De
Deshapriya Balika Vidyamandir	Manju Sur
Govt. Sponsored M. P. H. S. School for Girls (Baghbazar)	Tutu Ghose
Govt. Girls' M. P. H. S. School (Alipore)	Reba Ganguli
Ichapur Girls' H. School	Bharati Sarkar
Jonepur Girls' H. School	Anjali Bhaduri (Goswami)
Kasba Jagadish Vidhyapith for Girls	Mukti Roy
Konnagar Hindu Girls' H. School	Ranjita Chowdhuri
M. C. Sabitri Sikshalaya	Hena Mitra
Nebadhai Balika Vidylaya	Kalpana Ghose
R. S. Girls' School, Tamluk	Dipika Das
Salkia Sabitri Balika Vidyalaya	Gita Roy
Sarat Kumari Jasoda Sundari Girls' H. School	Subha Ghose
Sodepur Chandrachur Vidyapith for Girls	Namita Ghose
Uttar Dum Dum Vidyapith for Girls	Anima Bhattacharya

HISTORY

Arbelia Balika Vidyalaya	Manjulika Bhattacharya
Balika Bani Mandir	Ila Sen
Beltala Girls' School	Sudha Roy
Bharati Bhawan Girls' High School	Ila Maitra
Deshapriya Balika Vidya Mandir	Mallika Majumdar
Govt. Girls' M. P. H. S. School (Alipore)	Aruna Gupta
Ichapur Girls' H. S. School	Roma Mukherjee
Khalisakota Adarsha Vidyalaya for Girls	Anjali Sengupta

Konnagar Hindu Balika Vidyalaya	Nila Bhattacharya
Mukhada Balika Vidyalaya	Anjali De
Nanibala Balika Vidyalaya	Uma Mazumdar
Narikeldanga Girls' H. School	Dipali Mitra
Nebadhai Balika Vidyylaya	Jyotsna Sengupta
Prafulla Chandra Sen Girls' School	Alaka Kundu
R. S. Girls' School	Ratna Roy
Sabitri Mahajati Girls' School	Usha Bhattacharya Manjulika Shome
St. Thoma's Girls' School	Iris Neogy

SOCIAL STUDIES

Ballygunge Siksa Sadhan	Pratima Guha Deb
Baranagar Victoria High School	Gita Lahiri
Basirhat H. M. D. girls H. S. School	Arati Bhanja Chowdhury Mina Chakravarti
Bijayanagar Balika Vidyalaya	Gouri Nandi Anima Sarkar
Govt. Sponored Girls' M. P. H. S. School, (Baghbazar)	Radharani Sen
Howrah Desshabandhu Balika Vidyalaya	Shelly Chakravarti
Indian Girls' School, Kanchrapara	Nilma Roychowdhury
Matrijati Sevak Samiti Girls' H. School	Arati Basu
Mukhada Balika Vidyalaya	Anju Datta
Nabadwip Bakultala Balika Vidyalaya	Durga Bagchi
Nebadhai Balika Vidyalaya	Nilima Mukherjee
P. C. M. Girls' H. School. Basirhat	Sipra Roy
Saradeswari Balika Vidyamandir	Bani Ghoshal

REVIEW OF WORK.

The quarter ending December 31st is always slightly slow for the Department of Extension Services while, for the Schools, it is one of the most hectic periods in the year. As reported in this issue, we had the usual Puja Vacation Training Courses, but no inmediate follow up was possible on account of the busy times the schools had to pass through immediately afterwards. The annual examinations with the heavy work of correction of answer scripts and the worries of class promotions left little time for head-mistresses and teachers for experimentation or innovation. We hope, however, that the seeds have fallen on good grounds and new ideas will start sprouting us soon as the classes begin in the new year.

So far as the already working experiments are concerned, the first set of reports have been published in this issue and we have requested the sponsors to use their first year's experiences for the improvement oi their programmes.

We know that our teachers are poor and most of the students are still poorer, but that is exactly the reason why we feel the need of "contriving", of exploring ways and means of making do with the limited resources that we have. As the students of to day will be the workers and administrators of tomorrow, it will be an idle dream to expect a fair deal from them in the future if we continue to subject them now to the soul killing drudgery of blind rote.

Kalyani Karlekar.

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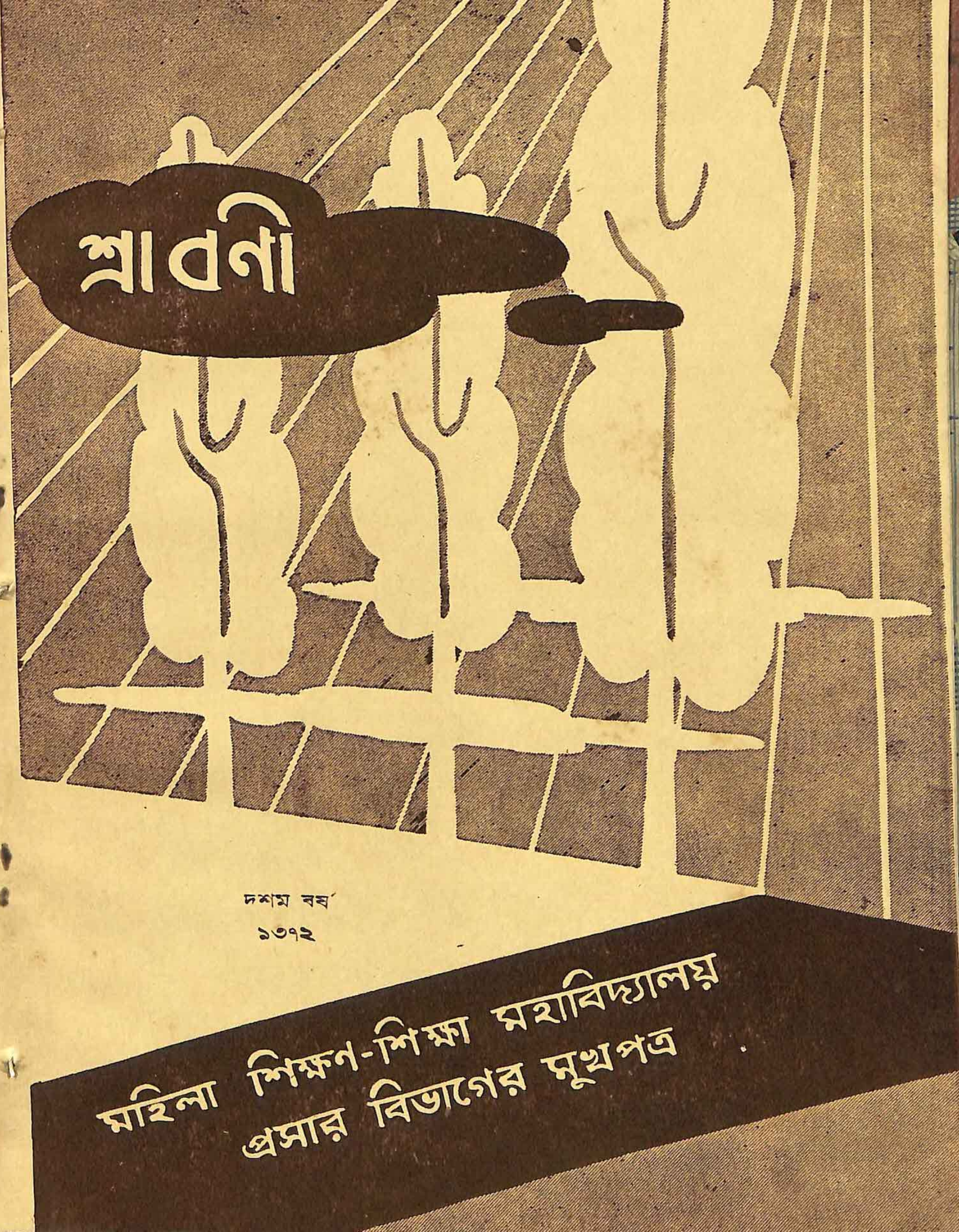
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শ্রাবণী
দশম বর্ষ
১৩৭২
মহিলা শিক্ষণ-শিক্ষা মহাবিদ্যালয়
প্রসার বিভাগের মুখপত্র

শ্রাবণী

দশম বর্ষ। ১৩৭২ নবম সংখ্যা।

নিবেদন

আমাদের শিক্ষাব্যবস্থার মধ্যে যে গুরুতর গলদ রয়েছে সে বিষয়ে আমরা সকলেই সচেতন। নানা ভাবে শিক্ষাসংস্কারের চেষ্টা চলেছে, কিন্তু দুঃখের বিষয়, অধিকাংশ প্রচেষ্টাই শিক্ষার পাঠ্যক্রম ও সংগঠনকে কেন্দ্র করে আবর্তিত হচ্ছে, বিদ্যালয়ের শ্রেণীকক্ষে, যেখানে পঠনপাঠন চলেছে তার পদ্ধতিতে কোনও প্রভাব পরিলক্ষিত হয় না। অধিকাংশ প্রতিষ্ঠানেই ছেলেদের যুক্তি, বুদ্ধি, চিন্তা অথবা কল্পনার বিকাশের সুযোগ অতি যৎসামান্য, সমস্ত শিক্ষাসৌষ্ঠবটি নির্মিত হয়েছে ছাত্রের স্মরণ শক্তির দুর্বল ভিত্তির উপরে।

আমাদের পরীক্ষা ব্যবস্থার মধ্যে সহস্র গলদ আছে সন্দেহ নাই। পাঠ্যক্রম এবং পাঠ্য পুস্তকগুলিও ত্রুটিহীন নয়। কিন্তু, তথাপি আমরা এমন কথা স্বীকার করতে প্রস্তুত নই যে যতদিন না সব কিছুর আমূল সংস্কার সম্ভব হচ্ছে ততদিন কোনভাবেই শিক্ষার উন্নতি করা যাবে না। আমরা যে স্বচক্ষে দেখছি সকল অসুবিধা সত্ত্বেও কত উৎসাহী শিক্ষক উন্নততর শিক্ষা পদ্ধতি ব্যবহার করে শ্রেণীকক্ষে প্রাণসঞ্চার করেছেন। যান্ত্রিক পঠনপাঠনের পরিবর্তে সজীব শিক্ষা পদ্ধতি অবলম্বন করার ফলে কেবল যে ছাত্রদের স্বাধীনভাবে চিন্তা করবার সুযোগ লাভ হয়েছে তাই নয়, বিদ্যালয় পরিবেশটি ছাত্র ও শিক্ষক উভয়ের কাছেই অধিকতর আকর্ষণীয় হয়েছে।

যাঁরা আমাদের প্রসার বিভাগের কাজকর্ম্মের সঙ্গে যুক্ত আছেন তাঁরা জানেন যে এই বিভাগের প্রধান কাজই হল দেশের মাধ্যমিক শিক্ষার ক্ষেত্রে সকল প্রকার উন্নতিপ্রচেষ্টাকে সাহায্য করা এবং সেই সূত্রে নূতন নূতন প্রকল্পে উদ্বুদ্ধ করা। প্রতি বৎসর শারদীয় এবং গ্রীষ্মকালীন শিক্ষা শিবিরে বিভিন্ন পাঠ্য বিষয়ের উন্নততর পাঠদান ও পরীক্ষাগ্রহণ সম্বন্ধে যে আলোচনা হয় শিক্ষকগণ তাতে সক্রিয় অংশ গ্রহণ করেন। নিজ নিজ বিদ্যালয়ে যাঁরা উন্নততর শিক্ষাপদ্ধতি নিয়ে পরীক্ষা-মূলক কাজ করছেন তাঁরা অনেকেই প্রত্যক্ষভাবে আমাদের প্রসার বিভাগের সহায়তা লাভ করছেন। এটা খুবই আনন্দের বিষয় যে যাঁরা আমাদের কাছে বিভিন্ন পরীক্ষামূলক পরিকল্পনার খসড়া পাঠিয়ে-ছিলেন, তাঁদের মধ্যে অনেকেই সেই কাজ করবার জন্য কেন্দ্রীয় সরকারের কাছ থেকে অর্থসাহায্য পেয়েছেন।

আবার এই সকল শিক্ষার কাজকে কেন্দ্র করে যাঁরা প্রবন্ধ রচনা করে আমাদের মাধ্যমে পাঠিয়েছেন, প্রতি বৎসরই তাঁদের মধ্যে কেউ না কেউ সর্ব ভারতীয় প্রতিযোগিতায় সাফল্য লাভ করেছেন এবং ৫০০৲ টাকা পুরস্কার পেয়েছেন। আমরা তাঁদের সকলকে অভিনন্দন জানাচ্ছি। আশা করি ক্রমেই আরো বেশী সংখ্যক শিক্ষক শিক্ষার উন্নতির জন্য উৎসাহী ও সক্রিয় হবেন। তাঁদের কাজের বিবরণী পেলে আমরা শ্রাবণীতে ও ত্রৈমাসিক টিচার্স কোয়ার্টারলিতে ছাপিয়ে দেব যাতে একজনের সাফল্যে আরো অনেকে উদ্বুদ্ধ হতে পারেন।

নলিনী দাশ

কেন্দ্রীয় মাধ্যমিক শিক্ষায় প্রসার বিভাগের পরিচালিত রচনা প্রতিযোগিতা

শান্তি ব্যানার্জি

আপনারা অনেকেই অবগত আছেন যে গত তিন বৎসর যাবৎ শিক্ষাবিষয়ক রচনার উপর একটি সর্বভারতীয় প্রতিযোগিতা পরিচালিত হচ্ছে। এটি Seminar Reading Programmes বলে পরিচিত। আমাদের কেন্দ্রীয় শিক্ষামন্ত্রকের সংলগ্ন একটি প্রসার বিভাগ আছে যার কাজ হ'ল সারা দেশের মাধ্যমিক শিক্ষার উৎকর্ষসাধন। এই বিভাগের নাম Directorate of Extension Programmes for Secondary Education —সংক্ষেপে DEPSE.

শিক্ষার দ্রুত প্রসার হচ্ছে এবং আরও হওয়া উচিত। কিন্তু সেই সঙ্গে যদি তার মানের অবনতি হয় তবে তার ফল হবে ভয়ানক। শিক্ষার মানকে শুধু অবনতির হাত থেকে বাঁচালেই হবে না তাকে উন্নত করতে হবে। এই উদ্দেশ্যে ঐ প্রসার বিভাগ কতকগুলি কার্যক্রম গ্রহণ করেছেন। এই রচনা প্রতিযোগিতা তার অন্যতম। এই বিষয়ে জ্ঞাতব্য সকল তথ্য সব প্রসারবিভাগে পাওয়া যায়।

১৯৬২-৬৩ সাল থেকে এই প্রতিযোগিতার শুরু। প্রতি বছর DEPSE শিক্ষা সংক্রান্ত কতকগুলি বিষয়ের প্রস্তাব করে। প্রস্তাবিত বিষয়ের উপর ছাড়া শিক্ষা সম্পর্কে অন্য কোন বিষয়ের উপরও প্রবন্ধ লেখা চলে। বিদ্যালয়ের প্রধান এবং শিক্ষক শিক্ষিকারা এই প্রতিযোগিতায় যোগ দিতে পারেন। ২০০০।২৫০০০ শব্দের মধ্যে প্রবন্ধ রচনা করে স্থানীয় প্রসার বিভাগে নির্দিষ্ট সময়ের মধ্যে (সাধারণতঃ নভেম্বর মাসে) জমা দিতে হয়। প্রতি প্রসার বিভাগ সর্বোৎকৃষ্ট ১০টি প্রবন্ধ রাজ্যের শিক্ষা বিভাগে প্রেরণ করে। প্রতি রাজ্যে শিক্ষা বিভাগ বাছাই করা ১০টি প্রবন্ধ দিল্লিতে DEPSEতে পাঠায়। (এই নিয়মের কিছু কিছু পরিবর্তন হতে পারে) সর্বভারতীয় খ্যাতিসম্পন্ন শিক্ষাবিদদের একটি কমিটি দুই দফায় প্রবন্ধগুলির বিচার করে এতদিন সর্বোৎকৃষ্ট ২০টি প্রবন্ধকে পুরস্কৃত করতেন। পুরস্কার ৫০০৲। বর্তমানে এই নিয়মের পরিবর্তন হয়ে প্রথম ১০টি পুরস্কার ৭৫০৲, তার পরের ১০টি ৫০০৲, এবং তার পরের ১০টি ২৫০৲ পুরস্কার লাভ করবে এই স্থির হয়েছে। পুরস্কার বিতরণ উপলক্ষ্যে দিল্লিতে একটি সভা ও তিন দিন সেমিনার হয়। এই সেমিনারে যোগ দিতে পারাও পুরস্কার বলে গণ্য করি।

দ্বিতীয় পুরস্কার বিতরণী সভায় প্রকাশিত হয়েছে যে প্রথম প্রতিযোগিতায় ৮০০র কিছু বেশী এবং দ্বিতীয় প্রতিযোগিতায় ১০০০ এর কিছু বেশী প্রবন্ধ লেখা হয়েছিল। সাধারণতঃ দ্রুত পরিমাণ বৃদ্ধি হলে উৎকর্ষের হানি হয়। কিন্তু সুখের বিষয় এ ক্ষেত্রে সংখ্যা এবং উৎকর্ষ দুই-ই এক সঙ্গে বৃদ্ধি লাভ করেছে।

এই প্রোগ্রামের দু' একটি বিশেষত্বের উল্লেখ করব।

আমরা সকলেই জানি বিগত কয়েক বছর ধরে শিক্ষকদের "জাতীয় পুরস্কারে" সম্মানিত করা হচ্ছে। এই প্রসঙ্গে একটু আধটু ক্ষোভের কথাও যে কানে আসেনি তা নয়। একবার একজন শিক্ষক লিখেছিলেন তাঁর সারা জীবনের নিঃশব্দ ঐকান্তিক শিক্ষাসেবার কথা। কি ভাবে তাঁর নিজের এবং তাঁর পরিবারের সকলের সুখ স্বাচ্ছন্দ্য তিনি তুচ্ছ করেছিলেন বিদ্যালয়ের কাজের জন্য কিন্তু হায়! পুরস্কারের সময় তাঁর কথা কেউ ভাবলে না। তখন পুরস্কার পেলেন তাঁর বিদ্যালয়ের আর একজন শিক্ষক, যিনি ছিলেন অত্যন্ত সামাজিক এবং সেইজন্য জনপ্রিয়। এই বৃত্তান্তের কথা আর কিছুই জানি না। কিন্তু এই রচনা প্রতিযোগিতায় এ রকম কোন ক্ষোভের সম্ভাবনা নেই। এতে সাফল্যলাভের জন্য বাইরে পরিচিতির প্রয়োজন নেই। যাঁরা ভালো কাজ করে কিছু উল্লেখযোগ্য অভিজ্ঞতা অথবা ফল লাভ করেছেন, কিংবা কোন মৌলিক চিন্তা করেছেন তাঁরা নিভৃতে বসে তাঁদের বক্তব্য লিপিবদ্ধ করুন। প্রবন্ধ স্থানীয় প্রসার বিভাগে পাঠিয়ে দিন।

জাতীয় পুরস্কার সম্বন্ধে আর একটা অভিযোগ এই প্রোগ্রাম খণ্ডন করেছে। জাতীয় পুরস্কার সম্বন্ধে লোকের ধারণা যে শুধু বিদ্যালয়ের প্রধানরাই এই পুরস্কার পেয়ে থাকেন যদিও এটা সব কৃতি শিক্ষক শিক্ষিকারও প্রাপ্য। এর কারণ হতে পারে প্রধানরাই শিক্ষাসমাজে বেশী পরিচিত হবার সুযোগ লাভ করেন। কিন্তু এই প্রোগ্রামে এ রকম হবার কোন ভয় নেই। অল্পবয়স্ক নোতুন শিক্ষক শিক্ষিকারও এখানে অবাধ অধিকার এবং সমান সুযোগ। ১৯৬৩-৬৪ সালের পুরস্কার প্রাপ্তদের তালিকায় এর সত্যতা প্রতিপন্ন হয়। পুরস্কার পেয়েছেন ১১ জন শিক্ষক, ৬ জন প্রধান শিক্ষক ও শিক্ষিকা এবং তিন জন শিক্ষণশিক্ষা মহাবিদ্যালয়ের অধ্যাপক।

এমন অনেক উত্তম শিক্ষক শিক্ষিকা আছেন যাঁরা এখনও এই প্রতিযোগিতায় যোগ দিতে এগিয়ে আসেননি। অনেকের মনে ধারণা আমার "লেখবার মত কি আছে? এ কথা তো সবাই জানে"; অনেকের আশঙ্কা লেখাটা প্রতিযোগিতার উপযুক্ত হবে তো? কেউ হয়ত ভাষার দৈন্যের জন্য সংকুচিত, বিশেষ ইংরাজী ভাষায় দখলের সম্বন্ধে কেউ কেউ সংশয়পীড়িত। এ বিষয়ে আমার মত এবং

দ্বিতীয় বছরের সব প্রবন্ধগুলি পড়ে আমার এই মত আরও দৃঢ় হয়েছে যে, যে কোন শিক্ষক বা শিক্ষিকা যিনি শিক্ষকতাকে ভালোবেসে যত্ন করে কাজ করেছেন, নিজের কাজকে বিশ্লেষণ করেছেন এবং দোষ-গুণ বিচার করে কাজের উন্নতি করার চেষ্টা করেছেন তিনিই আর পাঁচজনকে জানাবার মত অভিজ্ঞতা সঞ্চয় করেছেন।

অভিজ্ঞতা যদি মূল্যবান হয় ভাষার দৈন্য প্রবন্ধের খুব ক্ষতি করতে পারে না। মাতৃভাষায়ও লেখা চলে। কেন্দ্রের জন্য নির্বাচিত হলে ইংরাজী তর্জমা দিতে হয়। লেখার সময় একটা সংক্ষিপ্তসার করে রাখা ভালো কারণ নির্বাচন কমিটি সাধারণতঃ তা চেয়ে পাঠান। আর জেনে রাখা প্রয়োজন যে শব্দে নির্দিষ্ট সংখ্যা অতিক্রম করা প্রবন্ধের পুরস্কৃত হবার অন্তরায় নয় মোটেই। প্রকৃতপক্ষে অধিকাংশ পুরস্কৃত প্রবন্ধ শব্দ সংখ্যা অতিক্রম করেছে, সুতরাং শব্দ সংখ্যায় ভীত হয়ে প্রবন্ধের বিষয়-বস্তুর হানি করা ঠিক নয়।

পরিশেষে বলি প্রবন্ধ পুরস্কৃত না হলেও প্রতিযোগিতায় অংশ গ্রহণে লাভ আছে। পরিশ্রম বিফল হয় না। কিছু লিখতে গেলে বেশ মনোযোগ দিয়ে নিজের বিক্ষিপ্ত চিন্তার টুকরোগুলোকে সুসংবদ্ধ করতে হয়—নিজের কাজের এবং অভিজ্ঞতার বিশ্লেষণ খানিকটা হয়ে যায়, কিছু ভুল ত্রুটি ধরা পড়ে, কিছু পড়াশুনা করতে হয়। এতে বৃত্তিগত উন্নতি হয়। বৃত্তিগত উন্নতি আমাদের সকলেরই লক্ষ্য হওয়া উচিত নয় কি ?

মাতৃভাষা ও সাহিত্য

জ্যোৎস্না রায়

এই বিরাট বিশ্বে প্রকৃতি, জীবন ও শিক্ষকের কাছ থেকে যে বিচিত্র অভিজ্ঞতা ও তার অভিব্যক্তি লাভ করছে তাই তাকে জীবজগতের শ্রেষ্ঠত্ব অর্জন কোরতে সাহায্য করছে। প্রকৃতি কিছু শেখায় তার বিচিত্র প্রকাশের মধ্য দিয়ে আর কিছু রাখে শিক্ষকের নির্দেশ দেবার জন্য। জীবনের অভিজ্ঞতা মানুষ নিজেই লাভ করে কিন্তু শিক্ষকের নির্দেশই তার জীবনের সর্বাপেক্ষা মূল্যবান সম্পত্তি। কারণ মানুষ সভ্যতার যে সৌধ নির্মাণ করে চলেছে তার নির্দেশ প্রকৃতিও নয়, জীবনও নয়. শিক্ষকই দিয়ে এসেছেন। কাজেই এই বিষম দায়িত্ব যিনি গ্রহণ করেন তাঁর স্থান এবং কার্য বিশেষ ভাবেই উল্লেখযোগ্য। শিক্ষা দেওয়া এবং শেখা উভয় কার্যই ফলপ্রসূ করার সকল দায়িত্ব যিনি শেখান তাঁরই।

শিক্ষার বিভিন্ন সংজ্ঞা বিভিন্ন মনীষীরা দিয়েছেন, কিন্তু শিক্ষকের শিক্ষাদান ঐ একই সংজ্ঞাভুক্ত না হ'লেও বৃহত্তর দায়িত্বের একটি অংশ ত বটেই। শিক্ষকের কাজ হোল, প্রকৃতি ও জীবন বিচিত্ররূপে মানুষের ব্যক্তিত্বকে প্রকাশ কোরবার জন্য পরোক্ষভাবে যে চেষ্টা করে চলেছে, তাকেই প্রত্যক্ষ করে তোলা, মানুষের জ্ঞান ও অভিজ্ঞতাকে সুসজ্জিত করে চেতনলোকে উত্তীর্ণ করা।

প্রাচীন ভারতে শিক্ষাদর্শ আলোচনা করলে দেখা যায় সেখানে ছাত্র শিখছে "প্রণিপাতেন, পরিপ্রশ্নেন, সেবয়া", আর শিক্ষকও শেখাচ্ছেন পিতৃহৃদয়ের সকল স্নেহমমতা ঢেলে দিয়ে। এই হৃদয়বৃত্তির আদান প্রদানই শেখান ও শেখার বড় কথা। এই প্রসঙ্গে আমার শিক্ষয়িত্রী জীবনের একটি বিশেষ ঘটনার কথা উল্লেখ না করে পারছিনা। প্রায় ষোল বৎসর আগে বাংলা দেশ থেকে অনেক দূরে পশ্চিমের এক শহরে কিছুদিন শিক্ষকতা করেছিলাম. কিন্তু সেখানে যা পেয়েছিলাম তা আজও আমাকে প্রেরণা জুগিয়ে চলেছে। অল্প কয়েকদিন আগে মহানগরীর কোলাহলপূর্ণ রাজপথে এক অপরিচিতা মহিলার আহ্বানে দাঁড়িয়ে পড়লাম। পরিচয়ে প্রকাশ পেল তিনি ষোল বৎসর আগেকার আমার কোন এক ছাত্রীর অভিভাবিকা। ছাত্রী এখন গৃহিণী কিন্তু কোলকাতায় আসবার পর থেকেই তার একান্ত চেষ্টা যে, সে আমার সাথে দেখা করে। খবরটা স্তম্ভিত কোরল, বল্লাম, আশ্চর্য এতদিন ও আমাকে মনে রেখেছে? অভিভাবিকা উত্তর কোরলেন একা ও কেন ওখানকার একটি ছাত্রীও আপনাকে ভোলেনি। আনন্দের আবেগে চোখে জল এলো। মনে হয় এর চেয়ে বেশী আমাদের আর কিছু চাইবার নেই। ছাত্রীদের শ্রদ্ধা ভালবাসাই শিক্ষয়িত্রীর পরম সম্পদ, আর এই সম্পদ লাভ করা যায় আদান প্রদানের মধ্য দিয়েই।

শেখানর নানা পদ্ধতিই যুগে যুগে শিক্ষাবিদরা দেখিয়ে দিয়েছেন. কিন্তু স্থান কাল পাত্র ভেদে পরিবেশ অনুযায়ী শিক্ষাদান শিক্ষিকার নিজস্ব। পাকপ্রণালী দেখে রান্নার কৌশল অনুসরণে রান্না করলে খাদ্য হয় বটে, তবে রসাল খাদ্য পরিবেশনের জন্য চাই নিজস্ব কিছু। তেমনি পদ্ধতিগুলি শিক্ষিকার মনে আছে কিন্তু তার

প্রয়োগ সম্বন্ধে শিক্ষিকার অভিমতই প্রধান। সঙ্গীত, কলা, সাহিত্য বা বিজ্ঞান- যে বিষয়ই ধরা যায় না কেন মনের মাধুরী মিশিয়ে না দিলে কোন বিষয়ই উপভোগ্য হতে পারে না। বিষয়বস্তুর উপস্থাপনে শিক্ষিকাকে এই মাধুরীর সংযোগ করতে হয়।

মাধ্যমিক বিদ্যালয়ে যে সব বিষয় শেখান হয়, তার সবগুলির সংমিশ্রণেই একটি সম্পূর্ণ মানুষ গঠিত হয়। কিন্তু তা সত্ত্বেও এই বিষয়গুলির মধ্যে ভাষা, বিশেষ ভাবে মাতৃভাষাই সর্ব্বশ্রেষ্ঠ স্থান গ্রহণ করে আছে। ভাষা ভাবের বাহন, আর ভাব প্রকাশই মনুষ্যত্ব অর্জনের সহায়ক, মানুষের পরিপূর্ণ ব্যক্তিত্ব প্রকাশের অবলম্বন। কাজেই বিদ্যালয়ে মাতৃভাষার শিক্ষাদানকার্যই কঠিনতম। দুঃখের বিষয় স্বাধীনতা অর্জনের এতদিন পরেও মাতৃভাষাকে পূর্ণ মর্যাদায় প্রতিষ্ঠা করা হয়নি বা মাতৃভাষার শিক্ষক আজও যথেষ্ট সম্মানের অধিকারী হয়নি। যাই হোক, মর্য্যাদার স্থান নিয়ে আজ আমার আলোচনা নয়, আমার বক্তব্য মাধ্যমিক বিদ্যালয়ে এই মাতৃভাষার শিক্ষাদান ও তার উপযুক্ত প্রয়োগ কি ভাবে করা যায়, তারই আলোচনা। শিক্ষকের চরিত্র, তার শিক্ষাদান পদ্ধতি, বিষয় বস্তুর ধারণা এবং সহানুভূতি এই গুলিই শেখানকে সার্থক করে তোলে। এই প্রসঙ্গে গোখেল বিদ্যালয়ের ভূতপূর্বা অধ্যক্ষা স্বর্গত রাণী ঘোষের একটি উক্তি প্রণিধানযোগ্য। তাঁর বিদ্যালয়ের এক সহঃ শিক্ষয়িত্রীর পদত্যাগপত্র গ্রহণকালে তিনি দুঃখ জানিয়ে বলেছিলেন "তোমার প্রতি আমার অনেক আশা ছিল। তোমার চরিত্রের প্রভাব আমার বিদ্যালয়ের ছাত্রীদের সুফল দিয়েছে লক্ষ্য করেছি।" শিক্ষয়িত্রী জীবনের চরম পুরস্কার এই। এই বৃত্তিতে অর্থ নেই আছে পরমার্থ. সম্মান নেই আছে শুধু মনের সন্তোষ, অহমিকা নেই আছে গর্ব।

শিক্ষার যথার্থ সার্থকতা এই সব সহ পাঠ্যসূচির প্রয়োগেই। ভূগোলে জলপ্রপাত পড়িয়ে যদি প্রপাতের যথার্থ জ্ঞান লাভে সাহায্য করতে চাই তবে জলপ্রপাত দেখানই এর উপায় বলা যায়, ইতিহাস পড়িয়ে পলাশী বা পানিপথ কোনটাই দেখিয়ে আনা অসম্ভব নয়। মাতৃভাষার শিক্ষার উপকরণ ত আরও নিকট। এর যা উপকরণ, সবই শিক্ষিকার আন্তরিকতা, পরিশ্রম করার ইচ্ছা এবং বিষয়বস্তুর প্রতি শ্রদ্ধার উপর নির্ভরশীল। তবে এক্ষেত্রে অন্য দিকটাও দেখবার আছে। মাতৃভাষা শিক্ষা দেবার প্রতিকূলতা, অনেক। যেমন, পরীক্ষার প্রভাব, অভিভাবকের মাতৃভাষা শিক্ষার প্রতি অবজ্ঞা, শিক্ষার্থীর অবহেলা, উপযুক্ত পাঠ্য পুস্তক বা সাহায্যকারী পুস্তকের অভাব, পদ্ধতির গতানুগতিকতা, অর্থপুস্তকের প্রাধান্য ইত্যাদি।

পরীক্ষার প্রভাব অবশ্য কেবলমাত্র মাতৃভাষা নয় বা কেবলমাত্র মাধ্যমিক বিভাগও নয়, বিদ্যালয়ের সকল বিষয় এবং মাধ্যমিক ও প্রাথমিক উভয় বিভাগই পরীক্ষার ভারে ভারাক্রান্ত। কিন্তু এ সমস্যার সমাধান শিক্ষকের নয়, শিক্ষাকর্তৃপক্ষের। কাজেই এখানে শিক্ষকের দায়িত্ব সামান্যই। অভিভাবকের ঔদাসীন্য বা শিক্ষার্থীর অবহেলার কারণ প্রধানতঃ ইংরাজ সরকারের শাসন ব্যবস্থা। কিন্তু সে শাসন ব্যবস্থার অবসানের পরও আজ এতদিন হোল এখনও কেন এ সমস্যার সমাধান সম্ভব হোল না, তার উত্তর অনেকটাই শিক্ষকের উপর নির্ভর করছে। মাতৃভাষার পঠনপাঠনকার্য সুন্দর ও সাবলীল করার দায়িত্ব শিক্ষকের। তিনি নিজ উদ্যম ও পরিশ্রমের দ্বারা মাতৃভাষা ও সাহিত্যকে মর্যাদার শ্রেষ্ঠ আসনে স্থাপন করতে পারেন। সুন্দর পদ্ধতির সকল নিয়মগুলি মনের সামনে রেখে শিক্ষিকা যদি 'কেমন করে পড়াব' ঐ ভাবনায় ভাবিত হন, তবেই মাতৃভাষার

পঠন-পাঠন চিত্তাকর্ষক হয় এবং ফলপ্রসূ হয়ে মানুষ সৃষ্টি করার কঠিন কাজকে সহজ করে। পরিশ্রম শিক্ষিকাকে করতে হবে, তবে তা একবারই, আর তা ছাড়া এই ত আমাদের কর্তব্য, আনন্দত বটেই। গতানুগতিক পদ্ধতির দুর্গমতাকে সুগম করার বাধা যে কত, সেও অনুভব করেছি কার্যোপলক্ষে বিভিন্ন বিদ্যালয়ে যোগাযোগ রাখতে গিয়ে। কিন্তু সুগম করে এগিয়ে যাওয়ার ফল স্বরূপ যে আনন্দ শিক্ষার্থীর চোখে মুখে প্রত্যক্ষ করেছি তার মূল্যও ত কম নয়।

এই শিক্ষাদানকে ফলপ্রসূ করতে শিক্ষিকাকে যে কতকগুলি বিষয়ে বিশেষ ভাবে অবহিত হোতে হয় তার মধ্যে আমার মনে হয় এইগুলিই প্রধান—বিষয় বস্তু সম্বন্ধে শিক্ষিকার স্পষ্ট ধারণা, নোট বইয়ের শুষ্কতা থেকে অব্যাহতি, উপযুক্ত পরিবেশ সৃষ্টি ও উপকরণ সংগ্রহ। যে বিষয়টি শিক্ষার্থীর সামনে উপস্থিত কোরব, তার সম্বন্ধে শিক্ষার্থীর মনের সকল কৌতূহল চরিতার্থ করার জন্য প্রস্তুত হতে হবে, তবেই শিক্ষার্থীর আগ্রহ বর্দ্ধিত হবে। শেখান ও শেখা উভয়ই সার্থক হবে।

বিভিন্ন উপকরণ সংগ্রহের মধ্যে, শ্রেণীতে হস্তলিখিত পত্রিকা প্রস্তুতকরণ অথবা দেওয়াল পত্রিকার প্রচলন সাহিত্য পাঠে কিশোর মনকে আগ্রহী করে অতি সহজেই। এছাড়া তাদের সৃজনী শক্তির প্রকাশে আত্মবিশ্বাস সুদৃঢ় হয়, রুচি জ্ঞান বাড়ে। একটি ইংরাজী মাধ্যম বিদ্যালয়ে শিক্ষয়িত্রীর কাজে নিযুক্ত থাকা কালে এ বিষয়ে যথেষ্ট ফল প্রত্যক্ষ করেছিলাম। অবশ্যই সাহিত্য শিক্ষিকাকে যথেষ্ট উৎসাহী এবং সক্রিয় হোতে হবে। মানচিত্র অংকন, চার্ট তৈয়ারী করা, উদাহরণ সংগ্রহ করা বা বিভিন্ন অলঙ্কারের প্রয়োগ আবিষ্কারের কাজে শিক্ষিকা নিজে উৎসাহী হলেই ছাত্রীদের আগ্রহ বাড়বে এবং কৌতূহল জাগবে। শেখান অর্থ কতকগুলি খবর পৌঁছে দিয়ে গলাধঃকরণ নয়, এ আমরা জেনেও শেখানর প্রয়োগ সম্বন্ধে উদাসীন থাকি।

ভাষা ও সাহিত্যের পাঠদানে গদ্য, পদ্য, ব্যাকরণ, ইতিহাস, রচনা ও দ্রুত পঠন এই বিশেষ ভাগগুলির যে কোনটিই শিক্ষিকার পরিবেশন গুণে মনোরম হ'য়ে ওঠা সম্ভব। গদ্যের বিষয়ই ধরা যাক. প্রচলিত পদ্ধতি শ্রেণীতে অংশ ভাগ করে পড়ান এবং পঠিত অংশগুলির আলোচনা করা, শব্দার্থ. ব্যাকরণ এবং সারাংশ বা ব্যাখ্যা এই হোল আলোচনার বিষয়। এখন ধরা যাক একটি শ্রেণীতে পাঁচকড়ি বন্দ্যোপাধ্যায়ের 'বাংলার সংস্কৃতি' প্রবন্ধটি পড়ান হচ্ছে। এর উদ্দেশ্য সাহিত্য পাঠে আগ্রহ সৃষ্টি ও বাংলার গৌরবে গৌরবান্বিত করা। এর ফল শিক্ষার্থীর বাংলার ইতিহাস সংগ্রহ এবং বিভিন্ন সংস্কৃতির প্রতি কৌতূহল ও শিক্ষকের সাহায্য প্রার্থনা। যথারীতি অংশ ভাগ করে পড়ান হোল, এখন আলোচনা। এর শব্দার্থ আলোচনা করা বা সারাংশটুকু উল্লেখ করাই কি এই প্রবন্ধ পড়ানর যথেষ্ট সার্থকতা? বাংলার সংস্কৃতি পড়ে যদি বাংলার ছেলে মেয়েরা নিজ দেশের প্রতি উদাসীন থাকে, যদি তাদের জাত্যভিমান না জাগে, যদি বাংলার ছেলেমেয়ে বলে গর্ব্ব অনুভব না করে তবে কিসের পাঠ আর শিক্ষকেরই বা প্রয়োজন কিসের? রবীন্দ্রনাথের 'ভারতলক্ষ্মী' কবিতা পড়াবার পর অখণ্ড ভারতের রূপ ও মহিমা যদি শিক্ষার্থী অনুভব করতে পারে তবেই এই কবিতা পড়াবার যথার্থ সার্থকতা। মোহিত মজুমদারের কাল বৈশাখী কবিতা পড়ে কাল বৈশাখীর প্রচণ্ডতার সঙ্গে তার কল্যাণশ্রীর পরিচয়ও হওয়া চাই। এই ভাবে গদ্য বা সাহিত্যের অন্য যে কোন বিষয়ই পড়ান হোক না কেন তাকে ফলপ্রসূ করতে চাই শিক্ষিকার নিজস্ব কল্পনার প্রয়োগ। শিক্ষার্থীও এই কল্পনার ধারা যে অবলম্বন করে নিজ কল্পনা বিস্তারের সুযোগ পাবে। তার সাহিত্য পাঠে আগ্রহ আসবে, অর্থপুস্তক তুচ্ছ করে নিজ সৃজনী শক্তি প্রয়োগ আত্ম প্রতিষ্ঠায় উদ্যোগী হবে।

আলোচনাপ্রসঙ্গে বলেছি স্থান কাল পাত্র ভেদে উপযুক্ত পরিবেশসৃষ্টির যে কৌশল প্রয়োজন তা শিক্ষিকার নিজস্ব এবং সেটাই পদ্ধতি। কাজেই 'বাংলার সংস্কৃতি' যদি অষ্টম শ্রেণীতে পড়ান যায়, তবে পরিবেশ সৃষ্টির প্রশ্নই প্রথম আসে। আজকাল প্রতি বছরই কোলকাতায় বঙ্গ সংস্কৃতিসম্মেলন হয়ে থাকে। এই উৎসবের আলোচনা দিয়েই আরম্ভ করা যায় কিংবা ভারতের অন্যান্য প্রদেশের অধিবাসী ও প্রকৃতির সঙ্গে বাঙ্গালার জাতি ও প্রকৃতির পার্থক্য আলোচনা করে এই প্রবন্ধের অবতারণা করলে শ্রেণী কক্ষে ভাল ফল পাওয়া যায়। প্রবন্ধটির টুকরো টুকরো আলোচনা কালে উপাসনা পদ্ধতির বৈশিষ্ট্য বোঝাতে রবীন্দ্রনাথের 'দেবতারে প্রিয় করি প্রিয়েরে দেবতা'র উল্লেখ করা বা রামপ্রসাদী গানের প্রয়োগ করে আরাধনার বৈশিষ্ট্য বোঝান অতি সহজ হয়। আগমনী গানের তাৎপর্য বোঝাতে গান গেয়ে শোনান বা পল্লী অঞ্চলের মাঝিদের ভাটিয়ালী গান ও বাউলের গান কেবল কথা দিয়ে নয়, সুর দিয়েও মর্মমূলে পেঁাছে দেওয়া শিক্ষিকার দায়িত্ব। মধ্যযুগের সাহিত্যের বিশিষ্টতা দেখাতে শ্রীচৈতন্য দেবের কথা. নবদ্বীপের ভক্তিরস ও কাব্য সাহিত্যে তাঁর প্রভাবের উদাহরণসহ আলোচনা ইতিহাসের অনুবন্ধ সৃষ্টি করে শিক্ষার্থীর মনকে রসসিক্ত করা কঠিন নয়। বাংলার কুসুম শিল্প ও নৌ শিল্পের যে বৈশিষ্ট্য রয়েছে, সেই প্রসঙ্গে ইতিহাসের সঙ্গে সাহিত্যের অনুবন্ধ সহজেই গড়া যায়। আওরঙ্গজেবের পুত্র মহম্মদের উক্তি প্রসঙ্গে ইতিহাসকে টেনে আনা সাহিত্য শিক্ষিকার কৌশলমাত্র। এই পদ্ধতি কোথাও দেওয়া নেই কিন্তু পাঠকে স্থায়ী করতে শিক্ষার্থী মনের সহযোগিতা অলক্ষ্যেই এসে পড়ে। শ্রেণীর মনোযোগ আকর্ষণ করা যায় আর সেই সঙ্গে নীরস আলোচনার হাত থেকে অব্যাহতি পেয়ে কিশোর মন উন্মুখ হয়ে ওঠে। আচার্য জগদীশচন্দ্রের ভাগীরথীর উৎস সন্ধানে প্রবন্ধটির কাঠিন্য সম্বন্ধে কোন শিক্ষিকাই বোধ হয় দ্বিমত হবেন না। সুতরাং এই কঠিন প্রবন্ধটি কি ভাবে নবম বা দশম শ্রেণীর কিশোর মনে স্থান পেতে পারে এ একটা সমস্যা। অথচ প্রবন্ধটি ঠিক যেন কঠিন প্রস্তর শিলার অন্তরালে একটি স্নিগ্ধ ও পবিত্র জলধারা। প্রস্তরের কাঠিন্য দূর করে নির্মল জলধারা পান করে তৃষ্ণা নিবারণের যে আনন্দ ও তৃপ্তি পাঠ প্রদানের কৌশল গুণে এই প্রবন্ধও সেই আনন্দ ও তৃপ্তি এনে দিতে পারে। আবার কৌশলের অপপ্রয়োগ শিক্ষার্থীর ভীতি উৎপাদনও অসম্ভব নয়। উত্তর ভারতের, বিশেষ করে হিমালয়ের যে অপূর্ব রূপটি লেখক এখানে দিয়েছেন তার বন্দনাই যুগে যুগে কবিরা করে গেছেন। বিশেষ করে এ যুগে রবীন্দ্রনাথ, দ্বিজেন্দ্রলাল, সত্যেন দত্ত ও অতুল প্রসাদ সকলেই ভারতের মহিমার সঙ্গে এই পিতৃপ্রতিম পৃথিবীর সর্বোচ্চ পর্বতের গুনগান একাধিকবার করেছেন। সুতরাং শিক্ষিকার পরিশ্রম ও তাঁর বিশ্লেষণ ক্ষমতাই এই প্রবন্ধ পাঠকে সফলতা এনে দেবে। প্রসঙ্গতঃ বলা যায় প্রবন্ধটি কয়েকটি ভাগ করে পড়ান হলে আলোচনা সুন্দর হয়। তিনটি ভাগ করা যায়, কারণ লেখক বৈজ্ঞানিক, সুতরাং তাঁর দৃষ্টিভঙ্গি বিশ্লেষণমূলক, তিনি ভারতীয় বিশেষ ভাবে বাঙ্গালী এবং তিনি সাধক। তাঁর এই সাধনার প্রত্যক্ষ ফলও রয়েছে প্রবন্ধটির বিষয়বস্তুর মধ্যে। প্রথম আরম্ভেই যা আমরা পাই তাতে দেখি লেখকের পৌরাণিক সংস্কার যথেষ্ট পরিমাণ প্রকাশ পেয়েছে, তারপর বৈজ্ঞানিক বিশ্লেষণও কম নেই। সবশেষে আমরা পাই দার্শনিক তত্ত্ব। কাজেই পৌরাণিক সংস্কার, বৈজ্ঞানিক দৃষ্টি ও দার্শনিক তত্ত্ব এই তিনটি দিক থেকে এই কঠিন প্রবন্ধটি আলোচিত হলে এবং সেই সঙ্গে আধ্যাত্মিক তত্ত্ব বোঝাতে বিদ্যাপতির বিখ্যাত আত্মনিবেদনের পদটি 'তোহে জনমি পুন তোহে সমাওত সাগরলহরী সমানা'কে মিশিয়ে সৃষ্টিচক্রের রহস্যবর্ণনায় অপূর্ব রসসঞ্চার করা যায়।

বঙ্কিমচন্দ্রের লোকশিক্ষা প্রবন্ধটি শ্রেণীতে পাঠদানের জন্য প্রস্তুতিস্বরূপ বর্তমানে যাত্রাগানের ক্রমোন্নতি,

রেডিওতে তরজার পুনরুজ্জীবন বিভিন্ন উৎসবে কবি গানের আসর প্রভৃতির আলোচনা করা যায় এবং এই প্রসঙ্গে ইহাদের প্রয়োজন ও ফলাফল দেখান যায়।

বাংলা কবিতা পড়াতেও ছবি বা মানচিত্র ব্যবহার করা বা সেই সঙ্গে সারাংশ লিখনের মধ্য দিয়ে কবিতার মর্মবাণীকে শ্রেণীর সামনে তুলে ধরা এই দুইই শিক্ষিকার নিজ পদ্ধতি প্রয়োগে সম্ভব হয়। ভারতলক্ষ্মী কবিতা পড়াতে গিয়া প্রাচীন ভারতের একটি ছবি শিক্ষার্থীর মনে এঁকে দেওয়া সম্ভব হয় যদি কবিতাটি আলোচনাকালে স্তবক অনুযায়ী (১) প্রাকৃতিক দৃশ্য, (২) আধ্যাত্মিক সাধনা ও (৩) আদর্শ অংশে ভাগ করে নেওয়া যায়। এই কবিতার আরম্ভ ভারতের মহিমা দিয়ে তাই 'অয়ি ভুবন মনমোহিনী'র সঙ্গে

ভারত আমার ভারত আমার যেখানে মানব মেলিল নেত্র,

অথবা,

সেদিন সুনীল জলধি হইতে উঠিলে জননী ভারতবর্ষ

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বন্দিল সবে জয় মা জননী জগত্তারিণী জগত ধাত্রী।

মিশিয়ে দিলে অপূর্ব আবহাওয়ার সৃষ্টি হয়।

এখানে বোর্ডের সারাংশ ঐ তিন শীর্ষ অনুযায়ী ভাগ করে লেখা যায়। যেমন,

আধ্যাত্মিক সাধনা—বেদের উদ্ভব, প্রাচীন ভারতের তপোবনের সভ্যতা জ্ঞান গরিমার উৎস ইত্যাদি।

এই আলোচনার পর কবিতার কোন অংশের আর বিশেষ ব্যাখ্যা করার প্রয়োজন আছে বলে মনে হয়না। ছাত্রছাত্রীর সামান্য অভিজ্ঞতাকে কৌশলে কবিতা পাঠে কি ভাবে কাজে লাগান যায় তা' মোহিত লালের 'কাল-বৈশাখী' কবিতার আলোচনা করলেই স্পষ্ট হবে। কালবৈশাখী ঝড়ের অভিজ্ঞতা সহরবাসী বা গ্রামবাসী উভয় ছেলেমেয়েরই আছে। কাজেই সেই ঝড়ের অভিজ্ঞতার উপর বিষয় বস্তুর উপস্থাপন সময়সাপেক্ষ ত নয়ই বরং আনন্দদায়ক বলে সহজবোধ্য হয়ে ওঠে। পড়াতে গিয়ে (১) ঝড়ের আগমন, (২) বর্ণনা ও (৩) নির্গমন এই তিনটি ছবি দাঁড় করান যায়। দুটি পাঠে কবিতার পাঠ সাঙ্গ হোলে কিশোর মনে তার রস স্থায়ী হয়। প্রথম পাঠে আবৃত্তি ও সাধারণ আলোচনা (এখানেই উপরিলিখিত তিনটি ছবি দাঁড় করান হবে।) দ্বিতীয় পাঠে স্তবক ভাগ করে পড়ান ও তুলনা (রবীন্দ্রনাথের বর্ষশেষ)।

এরপরে ব্যাকরণ. এটিই বোধ হয় মাধ্যমিক বিভাগে সবচেয়ে শুষ্ক ও বিরক্তিকর বলে ছাত্রছাত্রীরা মনে করে। কাজেই পরীক্ষার আগে made easy গোছের একটা কিছু মুখস্থ করা ছাড়া উপায় নেই-এ মনোভাবটা স্পষ্ট. আর

মুখস্থ করা থেকে যদি কিছু উত্তর করা যায় তবে ত তাদের পরমার্থ লাভ হোল। এক্ষেত্রে শিক্ষিকার ভূমিকা অতি কঠিন। এই নীরস শুষ্ক মরুভূমিকে জলসিঞ্চনে সবুজ করে তুলতে হবে, তাকে পত্রপুষ্পে শোভিত করে মনোরম করতে হবে। সমাস ও সন্ধি তবু গল্প করে, রঙিন চক ব্যবহার করে বেশ খানিকটা চিত্তগ্রাহী করে তোলা যায়। কিন্তু প্রত্যয় ? তাকে সহজ করা এযে প্রত্যয়ের বাইরে। কিন্তু মনে হয় এখানেও শিক্ষিকার নিজস্ব উদ্ভাবনই সহজ পথ। প্রচুর পরিচিত প্রত্যয়ান্ত পদের উদাহরণ ও সেই সঙ্গে গোটা কতক ছবি, যা এই প্রত্যয়ান্ত পদেরই চিত্ররূপ হাতিয়ার স্বরূপ ব্যবহার করলে শিক্ষার্থীর উৎসাহ বর্দ্ধিত হয়। "আ থেকে অমুক প্রত্যয় অবধি পড়ে এসো" না করে উদাহরণ ও ছবির সাহায্যে প্রত্যয়ের ব্যবহার দেখিয়ে সংগ্রহ কাজে ছাত্রীদের লাগালে অপ্রত্যাশিত ফল পাওয়া যায়। ণত্ব ও ষত্ব বিধান সম্পর্কেও ঐ একই কথা বলা যায়। ব্যাকরণের যে কোন পাঠের জন্যই শিক্ষিকার উদ্যম ও পরিচিত শব্দের সংগ্রহ বিশেষ ভাবে প্রয়োজন হয়। ছবি আঁকা বা সংগ্রহ করা, মডেল প্রস্তুত করা, বস্তু উপস্থিত করা অথবা চার্ট প্রস্তুত শিক্ষিকার উদ্যমের উপরই প্রতিষ্ঠিত, শিক্ষার্থীর প্রত্যক্ষ ফল।

রচনার মধ্যে প্রবন্ধ রচনা, সারাংশ লিখন, ভাব সম্প্রসারণ বা এক অর্থে প্রকাশ প্রভৃতিই মাধ্যমিক বিভাগে সাধারণতঃ অনুসরণ করা হয়। প্রবন্ধ রচনার বিষয়ে একটি আশ্চর্য জিনিষ লক্ষ্য করা যায় যে প্রাথমিক শ্রেণীগুলিতে এই প্রবন্ধে যতটা মৌলিকতা দেখা যায়, মাধ্যমিক শ্রেণীগুলিতে তার ক্রমশ-ই অভাব ঘটে। এর কারণ পাঠদান পদ্ধতি। কর্মকেন্দ্রিক শিক্ষাদান পদ্ধতির অবসানের সঙ্গে সঙ্গে শিক্ষার্থীর মানসিক প্রক্রিয়াও অন্যদিকে চলতে থাকে। পরীক্ষার জন্য 'সিলেবাস' শেষ করার বাণী অহরহই শিক্ষিকা ও শিক্ষার্থীর কানে বাজে, কাজেই কাজ ও খেলার মাধ্যমে পাঠদান ও গ্রহণের পরিবর্তে রবীন্দ্রনাথের 'তোতা কাহিনী'র শিক্ষা পদ্ধতি চলতে থাকে। ফলে প্রাণহীন প্রবন্ধে কিশোর মনের অভিজ্ঞতার কোন চিহ্নই পাওয়া যায় না।

আলোচনা ও পরে বিষয়বস্তুটি লেখান এই বিশেষ পদ্ধতি অনুসরণেও শিক্ষিকার নিজ কৌশল প্রয়োগের প্রয়োজন আছে। কোন মহৎ লোকের জীবনী লেখার কাজ যে শ্রেণীর জন্যই নির্দিষ্ট হোকনা কেন, এ কথা আমরা কিছুতেই মনে করতে পারি না যে, জগতের না হোক, এই ভারতেরই সমস্ত মহৎ ব্যক্তির সঙ্গে তাদের পরিচয় আছে এবং জীবনী লিখবার সুষ্ঠু ধারা অবলম্বনে তারা প্রবন্ধটি সুখপাঠ্য করে তুলতে সক্ষম হবে। কাজেই যাঁর জীবন অবলম্বন করেই বিষয়বস্তু গড়ে উঠুক না কেন, মানব জীবনের চারটি স্তরের একটি ছাব বোধ হয় এখানে কতকটা সাহায্য করতে পারবে। শিক্ষিকা শ্রেণী কক্ষে আলোচনা কালে সাধারণ ভাবে মানব জীবনের পরিচয় দিয়ে পরে সেই বিশেষ ব্যক্তির জীবনী আলোচনা করলে শৈশব, পাঠ্যজীবন, কর্মদান ও শেষে জীবন এই চারটি শীর্ষ ভাগ আর মুখস্থ করিয়ে দেবার প্রয়োজন হয়না। পিতামাতার সঙ্গে শৈশব, বিদ্যালয়ে পাঠরত অবস্থা, কর্মী মানুষ ও তার অন্তিমকাল এই রকম চারিটি ছবির মাধ্যমে একটি জীবনের আরম্ভ ও পরিণতি বোঝান সম্ভব হয়। এরপর বিশিষ্ট লোকের পরিচয় আলোচনা করা যায়। 'নদীর আত্মকথা' টাকা বা বট গাছের আত্মপরিচয়ের কাহিনী লেখার সময়েও সাধারণভাবে আত্মপরিচয় পদ্ধতি আলোচনা করে এই বিশেষ বিষয়টি নিয়ে ছবি ও মডেলের সাহায্যে আত্মকথা প্রবন্ধ সর্বাঙ্গসুন্দর করে গড়ে তোলা যায়।

শিক্ষকশিক্ষণবিভাগের সঙ্গে যুক্ত থাকার ফলে ছাত্রী শিক্ষিকাদের পাঠদান পরিদর্শনের সময় কয়েকটি প্রত্যক্ষ ফল দেখেছি। তার মধ্যে দ্রুত পঠনের জন্য নির্দিষ্ট ছোট গল্প ও বর্তমান পাঠ্যসূচীর অন্তর্গত বাংলা সাহিত্যের ইতিহাস এদুটি বিষয় পড়ান এবং শিক্ষার্থীদের মনে বিষয়বস্তু যে উৎসাহ সঞ্চার করেছে প্রত্যক্ষ করেছি তার উল্লেখ করেই আমার সামান্য অভিজ্ঞতার কথা শেষ করব।

রবীন্দ্রনাথের পোষ্ট মাষ্টার গল্পটি নির্বাচন করা হয়েছিল। ছোট গল্পের আঙ্গিকের মধ্য দিয়েই বিষয়টির উপস্থাপন আলোচনার লক্ষ্য ছিল। স্বল্প আয়তন, ঘটনার একমুখিতা চরিত্র, চরমক্ষণ ও সমাপ্তির বৈশিষ্ট্য এই চারটি ইঙ্গিত নিয়েই পোষ্ট মাষ্টার আলোচিত হোল। সমাপ্তির বৈশিষ্ট্য বোঝাতে ছাত্রীশিক্ষিকা বললেন—

"নাহি বর্ণনার ছটা ঘটনার ঘনঘটা
নাহি তত্ত্ব, নাহি উপদেশ,
অন্তরে অতৃপ্তি রবে. সাঙ্গ করি মনে হবে
শেষ হয়ে হইল না শেষ।"

এর পরেও কি আর ছোট গল্পের আঙ্গিক বুঝতে শিক্ষার্থীর আর কোন অসুবিধা থাকে ? তাঁর ছাত্রীদের এই ধরণের পাঠ আবার গ্রহণের আগ্রহ প্রকাশই পাঠদানের সাফল্য। পাঠদান শেষে তাঁকে আবার আসবার জন্য ছাত্রীরা যখন এসে অনুরোধ জানাল তখন দেখেছিলাম সাফল্যের আনন্দ সেই ছাত্রী শিক্ষিকার চোখেমুখে স্পষ্ট হয়ে উঠেছে। এখানেও বোর্ডের কাজ অনেক সাহায্য করেছে।

সর্বশেষে সাহিত্যের ইতিহাস পাঠদানের কথা। ইতিহাস পাঠে অনিচ্ছুক ছাত্রছাত্রীর সংখ্যা কম নয় এবং প্রকৃত ঐতিহাসিকের সংখ্যাও বিরল। এর অন্য যে কোন কারণই থাক. মনে হয় বিদ্যালয়ে ইতিহাস পড়ানর রীতিই এর একটা কারণ। ইতিহাস কথাটাই যেখানে বিরক্তিকর সেখানে সাহিত্যের ইতিহাসও বিরক্তি উৎপাদক হবেই। রাজনৈতিক ইতিহাসে তবু উত্থানপতন যুদ্ধবিগ্রহ আছে, এখানে তারও অভাব। বর্তমানে মাধ্যমিক বিদ্যালয়ে দশম ও একাদশ শ্রেণীতে বাংলা সাহিত্যের ইতিহাস পাঠ্য হিসাবে যোজনা করা হয়েছে। এটি পড়ানর অসুবিধা অনেক। প্রথমতঃ ইতিহাস পাঠে অনিচ্ছা, দ্বিতীয়তঃ প্রাচীন ভাষার কাঠিন্য ও পাঠ্য পুস্তকগুলির ধরণ, এছাড়া আছে পাঠদান পদ্ধতির একঘেয়েমী উচ্চ শিক্ষার কালেও যদি 'বই কেন পড়ান হয়না'র কৈফিয়ৎ দিতে হয় তবে মাধ্যমিক শ্রেণীতে ত বই অবশ্যই পড়ান হবে একথা স্পষ্টই প্রতীয়মান হয়। কিন্তু বই অনুসরণ করে মাত্র একটি বিরাট বিষয়কে যে চিত্তগ্রাহী করে তোলা সম্ভব। একটি ছাত্রী শিক্ষিকার পাঠদানে তা প্রমাণিত হয়েছে। বিষয়টি ছিল বাঙ্‌লা সাহিত্যের অগ্রগতির সঙ্গে বাঙ্‌লা ভাষার ক্রম বিবর্তন। কলেবর বিরাট সন্দেহ নেই কিন্তু মাত্র তিনখানি চার্ট ও কয়েকটি প্রাচীন ও আধুনিক ভাষার উদাহরণ অবলম্বন করে এই বিরাট বিষয়টি ছাত্রীদের মনে যেভাবে গেঁথে দিতে তিনি সক্ষম হয়েছিলেন তা অভূতপূর্ব।

বিষয়বস্তুর উপস্থাপন হোল প্রাচীন ও আধুনিক ভাষার উদাহরণ দিয়ে। আলোচনা এগিয়ে চল্ল ঐ তিনখানি চার্ট অবলম্বন করে। প্রথম চার্ট—আদিযুগ, ১০০০—১৪০০ খৃষ্টাব্দ, উদাহরণ—চর্যাপদ ও শ্রীকৃষ্ণকীর্ত্তন। দ্বিতীয় চার্ট মধ্যযুগ, ১৪০০ থেকে ১৮০০ খৃঃ অব্দ, উদাহরণ বৈষ্ণব কাব্য। তৃতীয় চার্টটি একটু অভিনব। কেন্দ্রস্থলে রবীন্দ্রনাথের একটি ছবি আর ছবির চতুর্দিকে বঙ্কিমচন্দ্র, মধুসূদন, ঈশ্বরগুপ্ত, বিদ্যাসাগর ও রবীন্দ্রনাথের রচনাংশ। বোর্ডের কাজই সাহিত্যের ইতিহাস পাঠদানের উল্লেখযোগ্য অংশ।

বোর্ডের কাজ

	আদি যুগ ১৬০০—১৪০০ খৃঃ অঃ	মধ্যযুগ ১৪০১—১৮০০ খৃঃ অঃ	আধুনিক যুগ ১৮০১ খৃঃ অব্দ—রবীন্দ্রনাথ
ভাষা	দুর্বোধ্য	সরল ও মধুর	নব জাগরণ—সুললিত ও গীতিময়। প্রবন্ধ, নাটক, মহাকাব্য, ছোটগল্প ও উপন্যাস।
কারণ	প্রাকৃত প্রভাব	শ্রীচৈতন্যদেবের আবির্ভাব ও হুসেন শাহের সাহিত্য প্রীতি	ইংরাজী ভাষা ও সাহিত্যের সংস্পর্শ ; রবীন্দ্র প্রতিভার আবির্ভাব।

বাংলা পড়ানো

(১৯৬৪ খৃষ্টাব্দের গরমের ছুটির শিক্ষাশিবির ৩রা থেকে ১৭ই জুন পর্যন্ত অনুষ্ঠিত হয়। শিবিরে অন্যান্য বিষয় ছাড়াও বিভিন্ন বিষয়ের শিক্ষণ প্রক্রিয়ার সম্বন্ধে যে বিশেষিত আলোচনা হয় তাতে কুড়ি জন শিক্ষিকা যোগ দিয়েছিলেন ও তাঁদের মধ্যে পাঁচ জন বাংলা পড়ানোর কতকগুলি সমস্যার বিশ্লেষণ ও উন্নয়নের কয়েকটি পরিকল্পনা রচনা করেন।

এঁরা পঠনপাঠনের গতানুগতিক ধারার ওপর সহসা আক্রমণ না চালিয়ে প্রথমে ক্লাসের পড়ার পাশাপাশি সাহিত্যিক কার্যকলাপের মধ্য দিয়ে ছাত্রীদের উৎসাহ, আগ্রহ ও কর্মক্ষমতা বাড়াতে চেয়েছিলেন এবং শ্রেণির বাইরের কাজের মধ্যে দিয়ে আধুনিক শিক্ষাপদ্ধতির পরীক্ষামূলক প্রয়োগ করতে চেয়েছিলেন। এই উদ্দেশ্য তাঁদের পরিকল্পনার মধ্যে পরিস্ফুট।

এঁরা সমস্যার তালিকা প্রস্তুত করার পর সমস্যাগুলির বিশ্লেষণ ও তারপর তার উপায়ের আনুমানিক নির্দেশ করেন সর্বশেষে এঁরা পঞ্চম শ্রেণী থেকে একাদশ শ্রেণী পর্যন্ত ধারাবাহিকভাবে সাহিত্যিক কার্যকলাপের পরিকল্পনা রচনা করেন। নিচে সেইভাবেই আলোচনার অংশগুলি মুদ্রিত হ'ল)

ভূমিকা :— অভিজ্ঞতার দ্বারা দেখা গিয়াছে বাংলা পঠনপাঠনক্ষেত্র আজ এক দুরূহ সমস্যা সম্মুখীন। মনে হয় "সাহিত্য বিষয়ে উৎসাহের অভাবই" এ সমস্যার প্রধান হেতু। এই সমস্যার বিশ্লেষণ করিয়া দেখা গিয়াছে ইহার কারণ প্রধানত ছয়টি :—

(১) শ্রেণীতে উচ্চ ও নিম্নমানের ছাত্রী একই সঙ্গে থাকে। ফলে সাহিত্যের ক্ষেত্রে শিক্ষিকাকে মধ্য পন্থা অবলম্বন করিতে হয়। ইহাতে উচ্চ মানের ছাত্রী উৎসাহ পায়না এবং নিম্ন মানের ছাত্রীর পক্ষে শিক্ষণীয় বিষয় কঠিন হইয়া পড়ে।

(২) স্বল্পসময়হেতু শিক্ষিকার পক্ষে ছাত্রীদের সাহিত্যে উৎসাহিত করার উপযোগী প্রক্রিয়াসমূহ অবলম্বন করা সম্ভব হয়না।

(৩) শিক্ষিকাগণের সময়াভাবের দরুণ তাহাদের পক্ষে শ্রেণীতে লেখার প্রতি জোর দেওয়া সম্ভব হয়না। ফলে ছাত্রীগণ না লেখায় অভ্যস্ত হইয়া যায়। চিন্তাশক্তিও হ্রাস পায়, কারণ নোট বই-এর সহায়তায় পরীক্ষায় উত্তীর্ণ হওয়ার সমস্যার সমাধানই করে।

(৪) ছাত্রীগণের গ্রহণ ক্ষমতা অনুপাতে বই এর সংখ্যা বেশী।

(৫) বাংলাভাষার মূল্যবোধের অভাব।

(৬) প্রথম হইতে কালানুক্রমিকভাবে সাহিত্যের সঙ্গে পরিচিত হয়না বলিয়া হঠাৎ নবম শ্রেণীতে আসিয়া ঐ বিষয়ে কেহ উৎসাহ পায়না।

এই সমস্যার সমাধানকল্পে তাই আমরা আমাদের বিদ্যালয়ে একটি সাহিত্য বিষয়ক পরিকল্পনা গ্রহণ করার সিদ্ধান্ত করিয়াছি।

পরিকল্পনা :—

নাম—সাহিত্য সমিতি

বিদ্যালয়ের সকল ছাত্রীবৃন্দ লইয়া এই সমিতি গঠিত হইবে এবং ইহাতে সকলের উপস্থিতি হইবে বাধ্যতা-মূলক। প্রত্যেক শ্রেণীর জন্য দিন নির্দিষ্ট থাকিবে। এই সমিতির মাধ্যমে ছাত্রীদিগকে দিয়া নানাবিধ অভিনয়, আবৃত্তি, ম্যাগাজিন, রচনা প্রতিযোগিতা গীতিআলেখ্য, বড় বড় লেখকদের বাণী সংগ্রহ, চিত্রাঙ্কন ও অভিনয়ের মাধ্যমে ঋতু পরিচিতি ইত্যাদি করান হইবে। আশা করা যায়. ইহাতে ছাত্রীগণের মনে সাহিতপাঠে উৎসাহ বৃদ্ধি পাইবে।

সাহিত্যসমিতির মাধমে ছাত্রীগণের দ্বারা নানাবিধ সাহিত্য বিষয়ের কার্যানুষ্ঠানে অভিভাবকগণকে আমন্ত্রণ জানান হইবে। ফলে উক্ত অনুষ্ঠানাদি অভিভাবকবৃন্দের মধ্যে বাংলা ভাষা ও সাহিত্যের মূল্যবোধ জাগ্রত করিতে সাহায্য করিবে।

বিদ্যালয়ের পাঠাগার এই সমিতির অধীনে থাকিবে। ভারপ্রাপ্তা শিক্ষিকা গ্রন্থাগারিকের সহায়তায় ছাত্রীগণকে পুস্তকপাঠে উৎসাহিত করিবেন। এই পাঠাগারে ছাত্রীগণ স্বাধীনভাবে পুস্তকপাঠ করিবে। নিম্ন শ্রেণী হইতে ছাত্রীগণ এই ভাবে পুস্তকপাঠে অভ্যস্ত হইলে তাহাদের গ্রহণক্ষমতা বৃদ্ধি পাইবে এবং তখন আর বই এর সংখ্যা বেশী বলিয়া অনুভূত হইবেনা।

আমরা মাসে একদিন করিয়া সমিতির কার্য পরিচালনা করিতে পারি। এইভাবে বৎসরে ছয়বার অধিবেশন হইতে পারে।

পঞ্চম শ্রেণী :—প্রথম অধিবেশনে সমিতির কার্যাবলী ছাত্রীদের বুঝাইয়া দিতে হইবে। তাহারা কিভাবে খোলা ফাইল প্রস্তুত করিবে তাহাও বলিয়া দিতে হইবে। তারপর সমস্ত বৎসরে তাহারা যে কয় লেখক ও কবির সম্বন্ধে জানিবে তাহাদের নাম বলিয়া দিতে হইবে। বঙ্কিমচন্দ্র, রবীন্দ্রনাথ, নজরুল ইসলাম, সত্যেন্দ্রনাথ দত্ত. দ্বিজেন্দ্রলাল. রজনীকান্ত, কালিদাস রায়—এই কয়জন কবি ও শরৎচন্দ্র, বিভূতিভূষণ বন্দ্যোপাধ্যায় অবনীন্দ্রনাথ, সুকুমার রায়—এই কয়জন লেখকের নাম দেওয়া হইবে। ছাত্রীরা নিজেদের ইচ্ছামতন কোন্ মাসে কোন্ কোন্ লেখক ও কবির ছবি সংগ্রহ করিবে তাহা বাছিয়া লইবে। যাঁহাদের ছবি পাইবে না তাঁহাদের সম্বন্ধে শুধু তথ্য সংগ্রহ করিবে। ছাত্রীরা সবসময় স্বাধীনভাবে কাজ করিবে।

দ্বিতীয় দিন তাহারা যে যে লেখকদের ও কবির ছবি সংগ্রহ করিয়া আনিবে সেগুলি খোলা ফাইলের এক একটি পাতায় লাগাইতে বলা হইবে। তারপর তাঁহাদের লেখা কয়েকটি বিখ্যাত পুস্তকের নামও লিখিতে বলা হইবে। শিক্ষিকা কয়েকটি বই হইতে কিছু কিছু অংশ ছাত্রীদের পড়িয়া শোনাইবেন। কয়েকজন ছাত্রীকে তাহাদের পরিচিত কবিদের কবিতা আবৃত্তি করিতে বলা হইবে। তারপর তাহারা পরবর্তী মাসের কাজ বাছিয়া লইয়া যাইবে।

তৃতীয় দিন পূর্বদিনের মতনই কাজ করিতে হইবে। বিখ্যাত লেখকদের পুস্তক হইতে কিছু কিছু অংশ ছাত্রীদের দ্বারা অভিনয় করানো যাইতে পারে।

এইভাবে আরও তিনদিন কাজ করিতে হইবে। শেষদিন সকলের ফাইল জমা লইতে হইবে ও ভালমন্দ বিচার করিয়া নম্বর দেওয়া যাইতে পারে। তাহা হইলে ছাত্রীরা আরও উৎসাহ পাইবে।

ষষ্ঠ শ্রেণী :—প্রথম অধিবেশনে পূর্বশ্রেণীতে যে ফাইল ছাত্রীরা করিয়াছে তাহা লইয়া আসিতে বলা হইবে। এই বৎসরে তাহারা যে যে লেখক ও কবি সম্বন্ধে জানিবে তাহাদের নাম বলিয়া দিতে হইবে। অক্ষয় কুমার দত্ত, হরপ্রসাদ শাস্ত্রী, জগদীশ চন্দ্র বসু, প্রবোধ কুমার সান্যাল. স্বামী বিবেকানন্দ এই কয়জন লেখক ও কৃত্তিবাস, কাশীরাম দাস, মধুসূদন দত্ত, নবীন চন্দ্র সেন, কুমুদরঞ্জন মল্লিক, সুনির্মল বসু ও যতীন্দ্র মোহন বাগচী—এই কয়জন কবির নাম দেওয়া হইবে। ছাত্রীরা পরবর্তী মাসের কাজ বাছিয়া লইবে। এই শ্রেণীতে তাহারা কবিও লেখকদের লেখার বৈশিষ্ট্য সম্পর্কে নিজেদের মতামত অল্প করিয়া লিখিবে।

দ্বিতীয় অধিবেশনে তাহাদের দ্বারা কিছু আবৃতি ও অভিনয় করানো যাইতে পারে। তাহারা লেখক ও কবিদের বাণী সংগ্রহ করিয়া ফাইলে রাখিবে। পূর্ব শ্রেণীতে যে সকল লেখক ও কবিদের সহিত পরিচিত হইয়াছে তাঁহাদের সম্বন্ধে আরও তথ্য সংগ্রহ করিবে। এই বিষয়ে শিক্ষিকা তাহাদের সাহায্য করিবেন।

এইভাবে আরও চারদিন কাজ করা হইবে।

সপ্তম শ্রেণী

প্রথম অধিবেশন :— সাহিত্য সমিতির প্রথম অধিবেশনে এই শ্রেণীর ছাত্রীদের পাঠ্যপুস্তকের যে সমস্ত কবি লেখকমণ্ডলীর সহিত পরিচিত হইতে হইবে। তাহাদের সম্পর্কে পূর্বজ্ঞানের ভিত্তিতে (জীবনীও বৈশিষ্ট্য) সাধ্যমত বিস্তৃত আলোচনা করিতে হইবে। এবং সালসহ প্রধান প্রধান ঘটনার উল্লেখ করিতে বলা হইবে। উক্ত বিষয়সমূহ ছাত্রীরা নিজ নিজ ফাইলে সংরক্ষিত করিবে।

দ্বিতীয় অধিবেশন :—দ্বিতীয় অধিবেশনের মাধ্যমে ছাত্রীরা একই সময়ের বিভিন্ন কবি ও লেখকদিগের সম্পর্কে সংক্ষেপে তুলনামূলক আলোচনা করিবে। এবং মূল্যবান তথ্যসমূহ ফাইলে সংরক্ষণ করিবে।

তৃতীয় অধিবেশন :— ছাত্রীদিগের পরিচিত কবির কবিতা তাহারা পছন্দানুসারে আবৃত্তি করিবে। অথবা প্রতিযোগিতার ব্যবস্থা করিয়া তাহাদের পরিচিত কবির কোন বিখ্যাত কবিতা নির্দিষ্ট করিয়া দেওয়া হইবে। এবং ছাত্রীগণ নিজেদের ইচ্ছামত পরিচিত কবির সংগীত পরিবেশন করিবে।

চতুর্থ অধিবেশন :—পাঠ্য কবিতা, গল্পের লেখক বা কবি বা বাহিরের অন্যান্য বিভিন্ন পুস্তক হইতে ছাত্রীরা উদ্ধৃতি সংগ্রহ করিবে এবং ব্যক্তিগত ফাইলে উহা রক্ষা করিবে।

পঞ্চম অধিবেশন :—পঞ্চম অনুষ্ঠানে ছাত্রীরা নাটক নির্বাচিত করিয়া অভিনয় করিবে। উক্ত বিষয়ে প্রয়োজন বোধে তাহাদের সাহায্য করা হইবে।

ষষ্ঠ অধিবেশন :—বিতর্কানুষ্ঠানের ব্যবস্থা করা হইবে। ছাত্রীরা নিজস্ব উৎসাহ ও উদ্যোগে এই অনুষ্ঠানের আয়োজন করিবে। বিতর্কের বিষয়বস্তু স্থির করিয়া দেওয়া হইবে।

প্রত্যেকটি অধিবেশনের কার্যফল পরবর্তী অধিবেশন আরম্ভ হইবার পূর্বে আলোচনা করা হইবে।

অষ্টম শ্রেণী

প্রথম অধিবেশন :—সপ্তমশ্রেণী পর্যন্ত যে সকল কবি বা লেখকমণ্ডলীর সহিত এই শ্রেণীর ছাত্রীরা পরিচিত হইয়াছে তাঁহাদের সম্পর্কে তাহাদের (ছাত্রীদের) ধারণাকে যুগোপযোগী ভাগ করিবে, এই সম্পর্কে চার্ট প্রস্তুত করিবে। চার্ট প্রস্তুতের ক্ষেত্রে তাহাদের যথাসাধ্য সাহায্য করা হইবে।

দ্বিতীয় অধিবেশন :—দ্বিতীয় অধিবেশন আরম্ভ হইবার পূর্বে প্রথম অধিবেশনে যে চার্টটি প্রস্তুত করিতে বলা হইয়াছিল তাহা টাঙ্গাইয়া দিতে বলা হইবে। এবং এ সম্পর্কে আলোচনা করিতে বলা হইবে। এবং প্রয়োজনবোধে তাহাদের সাহায্য করা হইবে। সমস্ত কার্যসূচীই ছাত্রীরা স্বাধীনভাবে করিবে।

তৃতীয় অধিবেশন :—এ পর্যন্ত ছাত্রীরা বিভিন্ন কবি বা লেখকের বিভিন্ন রচনা অধ্যয়ন করিবার ফলে বিভিন্ন যুগের ভাষার সহিত পরিচয় লাভ করিয়াছে, সাহিত্যসভার তৃতীয় অধিবেশনে তাহাদের বিভিন্ন যুগের ভাষার নিদর্শনের (উদ্ধৃতি) একটি পৃথক পাতা প্রস্তুত করিতে বলা হইবে এবং নিজস্ব ফাইলে তাহা সংরক্ষণ করিবে।

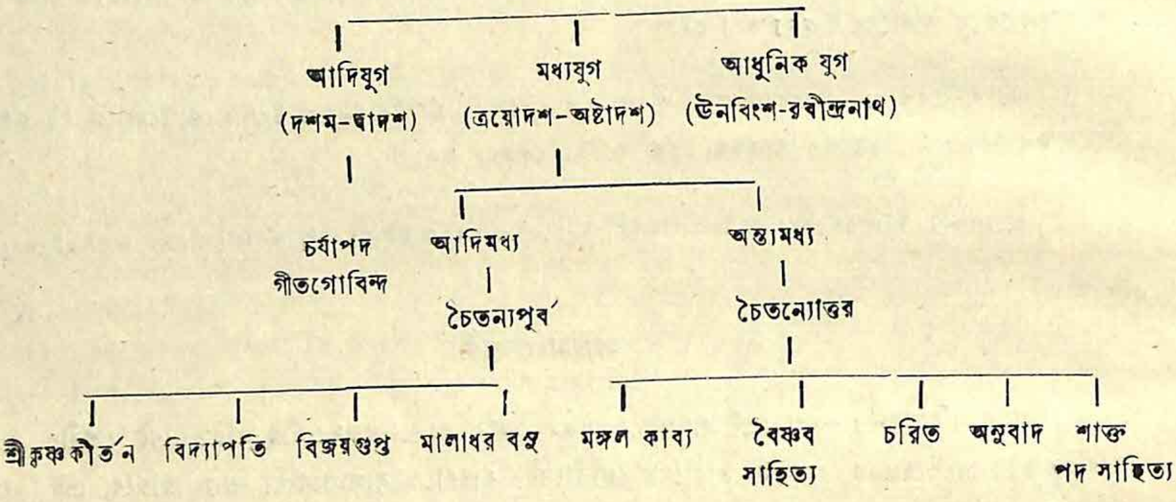
চতুর্থ অধিবেশন :—বিভিন্ন যুগের মানুষের জীবনযাত্রা (সচিত্র) প্রণালী (ক্ষমতানুসারে) বর্ণনা করিয়া একটি পৃথক পৃষ্ঠা ফাইলে রক্ষা করিবে। এ ক্ষেত্রে তাহাদের যথাসাধ্য সাহায্যের ব্যবস্থা করা হইবে।

পঞ্চম অধিবেশন :—আবৃত্তি, গান, নাটকাভিনয় প্রভৃতির ব্যবস্থা ছাত্রীরা ইচ্ছামত করিবে। এই সমস্ত অনুষ্ঠানের মধ্য দিয়া ছাত্রীদের সাহিত্যপ্রীতি জন্মাইবে। প্রত্যেকটি ক্ষেত্রে তাহাদের স্বাধীনতা বজায় থাকিবে।

ষষ্ঠ অধিবেশন :—বিতর্কসভার আয়োজন করা হইবে। বিতর্কের বিষয় স্থির করিয়া দেওয়া হইবে। উক্ত অনুষ্ঠান ছাত্রীরা নিজস্ব উৎসাহ ও উদ্যোগে করিবে।

নবম শ্রেণী

প্রথম অধিবেশন :—ছাত্রীগণ সাহিত্যের ইতিহাসের উপর নিম্নলিখিত চার্টটি প্রস্তুত করিবে।



এ সম্পর্কে অধিবেশন কক্ষে বাংলা সাহিত্যের উদ্ভবকাল হইতে বর্তমানকাল পর্যন্ত সংক্ষেপে আলোচনা করা হইবে। এই চার্ট প্রত্যেকে ব্যক্তিগতভাবে নিজের ফাইলে রক্ষা করিবে, এবং সমষ্টিগতভাবে শ্রেণীকক্ষের জন্য বড় আকারে প্রস্তুত করিবে।

দ্বিতীয় অধিবেশন :—চর্যাপদ হইতে ছাত্রীগণ প্রত্যেকে নিজের ফাইলে সুন্দর সুন্দর পদ গ্রহণ করিবে। বাংলা ভাষার সঙ্গে সাদৃশ্যমূলক শব্দ, প্রবচন বাহির করিতে চেষ্টা করিবে। ঐ বিষয়ে প্রয়োজনবোধে তাহাদের সাহায্য করা হইবে।

তৃতীয় অধিবেশন :—চর্যাপদ হইতে সংগৃহীত পদ মন্তব্যসহ আলোচনা করা হইবে। এবং এই আলোচনায় প্রধান ভূমিকা থাকিবে ছাত্রীগণের। আলোচনা মাধ্যমে ভাল পদগুলি সম্পর্কে তাহাদের রসবোধ জাগাইয়া তুলিতে সাহায্য করা হইবে।

চতুর্থ অধিবেশন :—শ্রীকৃষ্ণকীর্তন এবং বিদ্যাপতি হইতে ভাল ভাল পদ ছাত্রীদিগকে দেওয়া হইবে। তাহারা ইহাদের মধ্য হইতে পছন্দমত দশটি পদ তাহাদের ফাইলে সংগ্রহ করিবে।

পঞ্চম অধিবেশন :—শ্রীকৃষ্ণকীর্তন হইতে অভিনয় করানো হইবে।

ষষ্ঠ অধিবেশন :—বিজয়গুপ্তের মনসামঙ্গল হইতে সুন্দর সুন্দর পদ সংগ্রহ করিবে। এই সংগ্রহকার্য অধিবেশনকক্ষেই হইবে। ছাত্রীরা প্রত্যেকে বাড়ী হইতে বই লইয়া আসিবে।

দশম শ্রেণী

প্রথম অধিবেশন :—প্রথম অধিবেশনে নবম শ্রেণী সাহিত্যের ইতিহাসের উপর যে চার্টটি প্রস্তুত করিবে দশম শ্রেণীকেও সেইটি প্রস্তুত করিতে বলা হইবে। তবে দশম শ্রেণী তাহাদের চার্ট চৈতন্যপূর্ব এবং চৈতন্যোত্তর যুগের বৈশিষ্ট্যাদিও সংক্ষেপে উল্লেখ করিবে। এই চার্ট প্রত্যেকে নিজ নিজ ফাইলে রক্ষা করিবে, এবং বড় আকারে শ্রেণীকক্ষের জন্য প্রস্তুত করিবে। দ্বিতীয় অধিবেশনের পূর্বে এই কার্য সম্পন্ন হইবে।

দ্বিতীয় অধিবেশন :—আদি এবং মধ্যযুগের উপর নিম্নলিখিত চার্টটি প্রস্তুত করিতে নির্দেশ দেওয়া হইবে।

বাংলা সাহিত্য
(১০ম—১১শ)
ধর্মনির্ভর

- বৌদ্ধসহজিয়া
  - চর্যাপদ
- বৈষ্ণব
  - ১। পদাবলী। ২। চরিত
  - ৩। অনুবাদ—শ্রীকৃষ্ণবিজয়
- শাক্ত
  - ১। মঙ্গলকাব্য
  - ২। অনুবাদ (রামায়ণ-মহাভারত)
  - ৩। শাক্ত পদাবলী
- বাউল

এই যুগের সাহিত্য কি প্রকৃতই ধর্মনির্ভর?—মানবীয় আবেদন কি কিছুই নাই?—অধিবেশন কক্ষে এ সম্পর্কে বিতর্কমূলক আলোচনা হইবে। ধর্মনিরপেক্ষ আবেদনমূলক পদ সংগ্রহ করিতে বলা হইবে।

তৃতীয় অধিবেশন :—মধ্যযুগে মঙ্গলকাব্য এবং বৈষ্ণবপদসাহিত্য পরস্পরের পরিপূরক—এইরূপ বলার কারণ কি? ছাত্রীরা দলে বিভক্ত হইয়া আলোচনা করিবে। ছাত্রীদিগকে পদাবলী হইতে সুন্দর সুন্দর পদ সংগ্রহ করিতে বলা হইবে।

চতুর্থ অধিবেশন :—মধ্যযুগের বাংলা সাহিত্যে চৈতন্যদেবের প্রভাব। দলে বিভক্ত হইয়া এবং বইএর সাহায্য লইয়া তাহারা ফাইলে তথ্য সংগ্রহ করিবে।

পঞ্চম অধিবেশন :—শাক্তপদাবলী (আগমনী ও কালী উভয় বিষয়ক) হইতে ভাল ভাল পদ সংগ্রহ করিবে এবং গদ্য সাহিত্যের ক্রমিক পরিণতির উপর চার্ট প্রস্তুত করিবে। নিজেদের ফাইল ও শ্রেণীকক্ষ উভয়ের জন্য প্রস্তুত করিবে।

ষষ্ঠ অধিবেশন :—মধ্যযুগের উপর কালানুক্রমিকভাবে একটি চার্ট প্রস্তুত করিতে বলা হইবে। ইহাতে বিখ্যাত কবি ও গ্রন্থের নাম উল্লেখ করিবে।

ত্রয়োদশ-ষোড়শ	সপ্তদশ	অষ্টাদশ
সাহিত্যের শাখা	সাহিত্যের শাখা	সাহিত্যের শাখা

(তারপর বিভিন্ন শাখায় কবিদের নাম)

একাদশ শ্রেণী

প্রথম অধিবেশন :—উনিশ শতকের প্রবন্ধ উপন্যাস নাটক এবং কাব্য সাহিত্যের উপর চারটি চার্ট প্রস্তুত করিয়া শ্রেণীকক্ষে রক্ষা করিবে। এই কার্য তাহারা দলগতভাবে বিভক্ত হইয়া করিবে। পরে এই চারটি চার্ট প্রত্যেকে ক্ষুদ্রাকারে তাহাদের ফাইলের জন্য প্রস্তুত করিবে। দ্বিতীয় অধিবেশনের পূর্বেই এই কার্য সম্পন্ন করিবে।

দ্বিতীয় অধিবেশন :—গদ্য সাহিত্যে বিদেশীদের অবদান সম্পর্কে বিতর্কমূলক আলোচনা হইবে। এই সমস্ত তথ্য তাহারা তাহাদের ফাইলেও রক্ষা করিবে।

তৃতীয় অধিবেশন :—উপন্যাস এবং ছোট গল্পে পার্থক্য কোথায়? মহাকাব্য বলিতে কি বুঝি? মহাকাব্যের বৈশিষ্ট্য কি? মহাকাব্যের সঙ্গে গীতিকাব্যের মৌলিক পার্থক্য কোথায়? উনিশ শতকের মহাকবি কাহারা? মহাকবি হিসাবে ইহাদের সার্থকতা বিচার। এই সমস্ত বিষয় লইয়া বিভিন্ন ছাত্রীগণ মঞ্চে অবতীর্ণ হইয়া আলোচনা করিবে।

চতুর্থ অধিবেশন :—গীতি কবিতা বলিতে কি বুঝি? প্রাক আধুনিক যুগে এই শ্রেণীর কবিতা ছিল কিনা? যদি থাকে উহাদের সার্থক গীতিকবিতা বলা হয় না কেন? বাংলা সাহিত্যের প্রথম সার্থক গীতি কবি কে?

বক্তার ভূমিকায় অবতীর্ণ হইয়া ছাত্রীগণ এই সমস্ত বিষয় আলোচনা করিবে।

উনিশ শতকের মহাকবিদের রচনায় লিরিক লক্ষণ কোথায় ধরা পড়িয়াছে ছাত্রীগণ পাঠাগার হইতে পুস্তক পাঠ করিয়া সংগ্রহ করিবে।

স্বল্প সময়হেতু একাদশ শ্রেণীতে পঞ্চম ও ষষ্ঠ অধিবেশন হইবে না।

মূল্যায়ন :—ছাত্রীদের সাহিত্যবিষয়ে উৎসাহিত করাই এই সমিতির প্রথম এবং প্রধান কর্তব্য হইবে। তাই পূর্ববর্তী বৎসরের তুলনায় এই বৎসরে ছাত্রীদের সাহিত্যপাঠে অগ্রগতি লক্ষ্য করিতে হইবে। শুধু সাহিত্য বিষয়ে অগ্রগতি নয়—লক্ষ্য করিব পূর্ববর্তী বৎসরের তুলনায় তাহাদের সংঘবদ্ধভাবে কাজ করার ক্ষমতা, ঐক্যবোধ, এবং শৃঙ্খলাবোধ বৃদ্ধি পাইতেছে কিনা। যদি আশানুরূপ উন্নতি পরিলক্ষিত না হয়, তাহা হইলে পরবর্তী বৎসরে সমিতির কাজ নতুন পরীক্ষানিরীক্ষার পথে অগ্রসর হইবে। এবং ছাত্রীদের অগ্রগতির বিবরণ রক্ষা করা হইবে।

(গ্রীষ্মাবকাশের পর এই শিক্ষিকাদের মধ্যে অনেকেই কাজ করেছিলেন এবং খাঁটুরা বালিকা বিদ্যালয় ১৯৬৫ খৃষ্টাব্দে ওপরের পরিকল্পনা কার্যকরী করেন। রচনায় যাঁরা জড়িত ছিলেন তাঁরা—খাঁটুরা বালিকা বিদ্যালয়ের করবী ব্যানার্জি, সুমিতা সেন, বাণী ঘোষ ও মীরা চৌধুরী এবং কাঁথি চন্দ্রমণি বালিকা বিদ্যালয়ের সুজাতা ভৌমিক।)

ব্যক্তিগত পার্থক্যসমীক্ষা

দুর্গা ভট্টাচার্য
(প্রধান শিক্ষিকা বাঙ্গালপুর জ্যোতির্ময়ী উচ্চ বালিকা বিদ্যালয়)

ছাত্রীদের ব্যক্তিগত পার্থক্য কত রকমের হতে পারে তার একটি বিবরণের উপস্থাপনা করছি, যা আমি একটি গ্রামের বিদ্যালয়ে প্রত্যক্ষ করেছি আর এটাও আমি প্রত্যক্ষ করেছি যে শহরের বিদ্যালয় থেকে গ্রামের বিদ্যালয়ে ছাত্রীদের মধ্যে পার্থক্য খুব বেশী দেখা যায়। আগে আমি কিছুদিন শহরের বিদ্যালয়ে শিক্ষকতা করেছিলাম, কিন্তু গ্রামে যেমন ছাত্রীদের ব্যক্তিগত পার্থক্য সহজেই চোখে পড়েছে সহরে তেমন বিপরীতমুখী পার্থক্য দেখিনি। নিম্নলিখিত প্রকারের পার্থক্যগুলি গ্রামে বেশ স্পষ্টভাবে দেখা যায় :—

১। কৃষ্টিগত।
২। সামাজিক শ্রেণীগত।
৩। অর্থনৈতিক।
৪। সম্প্রদায়গত।
৫। বৃত্তিগত।
৬। অঞ্চলগত।
৭। ভাবগত।

প্রথমে কৃষ্টিগত পার্থক্যের কথা ধরি। আমি যে গ্রামে শিক্ষকতা করি তার দূরত্ব কলিকাতা থেকে ত্রিশ-পঁয়ত্রিশ মাইলের মতো। এটা কৃষিপ্রধান অঞ্চল। এখানে সংস্কৃতিসম্পন্ন পরিবার যেমন কিছু কিছু আছে, আবার অজ্ঞ, নিরক্ষর কুসংস্কারচ্ছন্ন পরিবারেরও অভাব নেই। এই বিপরীতমুখী পরিবেশের নিদর্শন আমাদের বিদ্যালয়ের ছাত্রীদের মধ্যে প্রকাশ পেয়েছে।

কৃষ্টির দিক দিয়ে বিচার করলে গ্রামটিকে অন্যান্য অনেক গ্রামের তুলনায় উন্নত বলা যায়। এখানে একটি স্বাস্থ্যকেন্দ্র এবং তিনচারটি সরকারী সাহায্যপ্রাপ্ত পাঠাগার আছে।

বিদ্যালয়ে কিছুসংখ্যক ছাত্রীর মধ্যে যেমন সংস্কৃতির ছাপ দেখেছি আবার অপরদিকে দেখেছি কুসংস্কারচ্ছন্ন ছাত্রী—এখন থেকে যেন পঞ্চাশ বছর পিছিয়ে আছে। দুয়ের মাঝামাঝিও পেয়েছি। যে মেয়েদের মধ্যে সংস্কৃতির ছাপ দেখেছি তাদের শৃংখলাবোধ আছে, চপলতা চোখে পড়েনা, আচার ব্যবহার সুসংযত, বিদ্যালয়ের পোষাক ব য়ুনিফর্ম পড়ে আসে। সপ্রতিভতাও এদের আছে। আবৃত্তি, গান, খেলাধূলা, শরীরচর্চা প্রভৃতিতে দক্ষতাও দেখা গেছে। আবার বিপরীত প্রকৃতির মেয়েদেরও দেখেছি যারা চলে দম দেওয়া কলের নির্জীব পুতুলের মত,

বেশবাস তাদের বিদ্যালয়ের ছাত্রীর উপযোগী নয়, পরিচ্ছন্নতাকে তারা ভাবে সাজপোষাক করা, চুলের বিনুনীতে য়ুনিফর্মের অংশ হিসাবে লালফিতা বাঁধতে তারা লজ্জা পায়, বাড়িতেও তারা এরজন্য তিরস্কৃত হয়। দৈনন্দিন সমীক্ষা ছাড়া কয়েকটি উৎসব অনুষ্ঠান উপলক্ষ্যে এই কৃষ্টিগত পার্থক্য আমাকে একদিকে উৎসাহ দান করেছিল অপরদিকে হতাশা এনে দিয়েছিল। যাদের কৃষ্টিগত চর্চা ছিল তাদের দেখে মনে হয়েছিল যে তাদের নিয়ে আমি আদর্শ বিদ্যালয় গড়ে তুলতে পারি আর অন্যদের দেখে চিন্তিত হয়েছিলাম, কে জানে কতদিনে এদের ঠিকমত গড়ে তুলতে পারব।

১৯৬২ সালের ২১শে মে শিক্ষারাষ্ট্রমন্ত্রী শ্রীসৌরীন্দ্রমোহন মিশ্র, জেলা বিদ্যালয় পরিদর্শক ও অন্যান্য গণ্য-মান্য ব্যক্তি আমাদের পুরস্কার বিতরণী অনুষ্ঠানে যোগদান করেছিলেন। ছাত্রীদের শরীরচর্চার প্রদর্শনীতে সে সকল ছাত্রীই ভাল করেছিল যাদের পরিবারগত কৃষ্টি আছে। আবৃত্তি ও গান যারা করেছিল তাদের গ্রামের সাংস্কৃতিক অনুষ্ঠানে ওগুলি করার অভ্যাস ছিল। এই অনুষ্ঠানে ছাত্রীরা অতিথিবর্গকে সুন্দর ও সুশৃংখলভাবে অভ্যর্থনা জানিয়েছিল। এই সকল ছাত্রীর পরিবারের কেউ উচ্চশিক্ষিত, কারও পরিবার সংস্কৃতিসম্পন্ন ব্যক্তির সংস্পর্শযুক্ত, কেউ কেউ শহরে কিছুদিন বাস করে এসেছে।

১৯৬২ সালের জানুয়ারীতে খেলাধূলার প্রতিযোগিতায় ছাত্রীরা উৎসাহী হয়েছিল। যে সব ছাত্রীরা কৃতিত্ব দেখিয়েছিল তাদের পরিবারগত কৃষ্টিচর্চা ছিল। কারো কারো কলিকাতার কৃষ্টির সংগে পরিচয় ছিল।

সামাজিক শ্রেণীগত পার্থক্য গ্রামে খুব বেশি চোখে পড়ে। যে সব ছাত্রীরা লেখাপড়ায় আপেক্ষিকভাবে ভালো এবং আচার-আচরণে শোভন ও সংযত তাদের অধিকাংশই সমাজের উচ্চশ্রেণী থেকে এসেছে। অপরপক্ষে যখনই আচরণের ঔদ্ধত্য চোখে পড়েছে, প্রায় সর্বক্ষেত্রেই তার পশ্চাতে পারিবারিক কোনো অসুবিধা দেখা গেছে।

সমাজের যে সব স্তরের ছাত্রীদের সুযোগসুবিধা কম তাদের মধ্যে অনেকেরই আচরণ শোভন ও সংযত না হলেও এদের আনুগত্য পাওয়া সহজ। এরা, বিশেষ করে ওপরের ক্লাসে উঠে, পড়াশুনায় পিছিয়ে থাকে। আবার যারা সুযোগ সুবিধার দিক থেকে সমাজের মাঝামাঝি স্তর থেকে আসে তারা সাধারণতঃ মাঝামাঝি থেকে যায়।

অপরপক্ষে উচ্চ মধ্যবিত্ত সম্প্রদায়ের অনেকেই শহরে গিয়ে বাস করার ফলে অর্থনৈতিক পার্থক্যের প্রভাব গ্রামের স্কুলে উল্লেখযোগ্যভাবে দেখা যায় না। অপেক্ষাকৃত অবস্থাপন্ন ছাত্রীরা বাড়িতে গৃহশিক্ষকের সাহায্য পাওয়ার ফলে অনেক সময়ে পড়াশুনায় ভালো হয় বটে কিন্তু এমন ছাত্রীও আছে যারা দারিদ্র্য-সত্ত্বেও নিজের চেষ্টায় পড়াশুনায় ভাল করে। তাদের আগ্রহ বেশি হয়, কারণ তারা জানে যে তাদের ভবিষ্যতের সুখস্বাচ্ছন্দ্য তাদের পরিশ্রম ও যোগ্যতার ওপর নির্ভর করবে। আবার অনেক সময়ে মনোযোগ কম হওয়ার ফলে অবস্থাপন্ন ঘরের ছাত্রীরা পড়াশুনায় ভাল ফল দেখাতে পারে না।

এই গ্রামে অনেক মুসলমান অধিবাসী থাকায় সম্প্রদায়গত পার্থক্যের সমীক্ষা সম্ভব। যে মুসলমান ছাত্রীরা আমাদের বিদ্যালয়ে পড়ে তারা সাধারণত শান্ত ও ভদ্র। এদের অনেকেই বেশ অবস্থাপন্ন এবং সম্ভ্রান্ত বা বনেদি

ঘরের। অপরপক্ষে এদের মধ্যে সপ্রতিভতা কম ও উৎসব, অনুষ্ঠানে এরা যোগদান করে না। পড়াশুনাতেও এদের তেমন অগ্রগতি দেখা যায় না। - মনে হয় স্বাধীনতা এরা বড় একটা পায়না।

বৃত্তিগত পার্থক্যের মধ্যে উল্লেখ্য এই যে আমাদের বিদ্যালয়ে কয়েকটি ছাত্রী আছে যারা বিদ্যালয়ের পরীক্ষায় প্রথমদিকে স্থান পায়। তাদের পিতা বা ভ্রাতা শিক্ষাজীবী বা শিক্ষক। যাদের পিতা বা ভ্রাতারা উচ্চশিক্ষিত তাদের পরীক্ষার ফলও অধিকাংশ ক্ষেত্রে সন্তোষজনক হয়।

ছাত্রীদের ভাবনা বা চিন্তাধারা গ্রামের দলাদলির দ্বারা প্রভাবিত হওয়ার ফলে ছাত্রীদের মধ্যে ভাবগত পার্থক্য দেখা যায়। যে ছাত্রীর অভিভাবক যে দলের দ্বারা প্রভাবিত তাদের কন্যা ও ভগ্নীরা সাধারণত সেই সেই গণ্ডীর মধ্যে সীমাবদ্ধ হয়। ছাত্রীরা সেই শিক্ষকদেরই পছন্দ করে তাদের অভিভাবকদের সংগে যাদের ঘনিষ্ঠতা বেশি। এইভাবে গ্রামের দলাদলির প্রত্যক্ষরূপে বিদ্যালয়ের মধ্যে প্রতিভাত হয়।

আঞ্চলিক পার্থক্যও গ্রামে খুব দেখা যায়। মাত্র তিনমাইল ব্যবধানে ছাত্রীদের আচার-আচরণ ও কৃষ্টির কত পার্থক্য হতে পারে তা প্রজাতন্ত্রদিবসে সমস্ত বিদ্যালয়ের সম্মিলিত অনুষ্ঠানে দেখেছি। মাত্র তিন মাইল দুর্গম পথের জন্য কৃষ্টি কতটা পেছিয়ে যেতে পারে তা লক্ষ্য করেছি। গান করার সময়ে আমাদের বিদ্যালয়ের অধিকাংশ মেয়ের গলায়ই গ্রাম্য কোন ব্রতকথা বা পাঁচালির সুর স্পষ্টভাবে ফুটে ওঠে। এখানে ভাল গান জানে এরকম বড় একটা কেউ নেই বলে গানের ভালোমন্দ বিচারে এরা ততটা নিপুণ নয়। এখানে কয়েক বছরে হয়তো একবার জলসা হয় এবং সেরকম বিখ্যাত গায়ক এখানে আসতে চাননা। যদিও এখানে কিছুদিন হল 'ট্রানজিসটার' রেডিও কয়েকটি বাড়ীতে পাঠাগারগুলিতে এসেছে, তবু এই কয়েকবছরের মধ্যে সুরশ্রুতির নিপুণতা এদের তেমন হয়নি।

ছাত্রীদের ব্যক্তিগত পার্থক্যের সমীক্ষা করার বিশেষ সুযোগ আমার হয় নি! পাঠ্যসূচীতে শিল্পকর্ম বলে একটা বিষয় আছে। এখানে সাধারণতঃ সূচীশিল্প ছাড়া আর কিছু করানো সম্ভব হয় না। কিন্তু উপযুক্ত শিল্প- শিক্ষিকা না পাওয়ায় তাও সুষ্ঠুরূপে সম্পন্ন করা যায় না। অধিকাংশ ছাত্রীই দরিদ্র এই সকল বিষয়ে সামান্য খরচ করতেও অনিচ্ছুক। গ্রামীন পরিকল্পনায় মেয়েদের বেতন লাগেনা বলেই তারা পড়তে পায়। এ বিষয়ে জোর দেওয়াও যায়না, কারণ তাহলে বিদ্যালয়ে ছাত্রী থাকবে না।

গ্রামের বিদ্যালয়ে সমাজের সকল শ্রেণীর ছাত্রী পাওয়া যায়। আমাদের দেশের কামার, কুমোর, কৃষিজীবী প্রভৃতি বিশেষ সম্প্রদায়গুলির যে বংশগত বৈশিষ্ট্য আছে তা উপযুক্ত চর্চার দ্বারা ঐসব পরিবারের ছাত্রীদের মধ্যে ফুটিয়ে তোলা যায় যদিও তা কষ্টসাধ্য ও সময়সাপেক্ষ। কষ্টসাধ্য এইজন্য যে যারা লেখাপড়ার চর্চা করছে তারা তাদের বংশগত পেশাকে প্রকাশিত হতে দিচ্ছে না। শ্রমমর্যাদাবোধ এদের মধ্যে জাগেনি, এরা এতে লজ্জা পায়। তাছাড়া শিল্পশিক্ষক হিসেবে বোর্ডের অনুমোদন লাভ করতে হলে ঐ বিষয়ে শিক্ষণের ডিপ্লোমার প্রয়োজন হয়। এ জন্য কেউ কোনো বিষয়ে অভিজ্ঞ ও সুদক্ষ হলেও শিল্পশিক্ষকহিসেবে তার নিয়োগ সম্ভব হয় না। বালিকাদের সম্বন্ধে এদিকের বিশেষ অসুবিধা এই যে এই ধরণের বিষয়গুলিতে বালিকাদের চেয়ে বালকদের শিক্ষা দেওয়া অধিকতর সহজ ও কার্যকরী হয়।

আলোচিত ব্যক্তিগত পার্থক্যগুলির দুটো দিক আছে। একদিক এগুলির দ্বারা ব্যক্তি ও সমাজ কি ভাবে উন্নত ও উপকৃত হতে পারে আর অন্যদিক, এগুলি অনগ্রসরতার মধ্যে আবদ্ধ করে রাখে। এক্ষেত্রে বৃত্তির পোষণ-দ্বারা সমাজের একটা বৃহত্তর দিককে কিভাবে শক্তিশালী ও পুষ্ট করা যায় তা ভাবতে হবে, কারণ বর্তমান শিক্ষার্থীরাই হবে ভবিষ্যৎ নাগরিক।

সমাজের বৈচিত্র্যের বৈশিষ্ট্যগুলির পরিপোষণ শিক্ষার কর্তব্য। সবাই যদি বুদ্ধিজীবী হয় তো কর্মকুশলী হবে কে? সমাজের সকল দিকের সমান পুষ্টির জন্য ছাত্রদের বিভিন্ন গুণাবলী আবিষ্কার করে তার বিকাশ করার ভার শিক্ষকের উপর। শুধু সংবাদসংগ্রহ শিক্ষা নয়, সমাজে তার ব্যবহারিক প্রয়োগের প্রয়োজন।

এখন প্রশ্ন, ছাত্রীদের কৃষ্টিগত উন্নতিবিধান কিভাবে সাধিত হবে, যতদূর আমি বুঝেছি, যারা কৃষ্টির দিক দিয়ে পিছিয়ে আছে তাদের উন্নতি করা খুব বড় রকমের একটা সমস্যা বলে মনে হয় না। মাঝে মাঝে অভিভাবক শিক্ষক সম্মেলন করে এ সম্বন্ধে অভিভাবকদের সংগে আলোচনা করা এবং বুঝিয়ে বলা প্রয়োজন। এ বিষয়ে শিক্ষককে সাহায্যার্থী হয়ে বিনীত আবেদন করতে হবে. বাধ্য করতে গেলে চলবে না।

অনেক সময়ে অভিভাবকেরা আসতে চান না ঠিকই, কিন্তু কোনো অনুষ্ঠান উপলক্ষ্যে গ্রামে বেশ একটা সাড়া পাওয়া যায় এবং অভিভাবকেরা সমবেত হয়ে অগ্রণী হন। বছরে তিনটি অনুষ্ঠান আমরা সহজেই করতে পারি, যথা—১। খেলাধূলার প্রতিযোগিতা। ২। পরীক্ষার ফল ও ছাত্রদের অন্যান্য কাজের জন্য পুরস্কার বিতরণী সভা এবং ৩। মাতৃপিতৃ সম্মেলন।

গ্রামের অধিবাসীরা একটু সহানুভূতি পেলে সহজেই মিশতে পারে। অবশ্য দলাদলিটা এদের মধ্যে অত্যন্ত প্রবল হওয়ায় এ বিষয়ে শিক্ষকগণকে একটু দুর্ভোগ পেতেই হবে তা সত্ত্বেও আমার মনে হয় গ্রামের অধিবাসীদের প্রভাবিত করা শহর অপেক্ষা অনেক সহজ, যদি এ বিষয়ে শিক্ষকগণ পরিশ্রমী, ও উদ্যোগী হ'তে পারেন। কি ভাবে এই কাজ সম্ভব হ'তে পারে সে সম্বন্ধে কয়েকটি সমাধানমূলক প্রস্তাব উপসংহারে নিবদ্ধ হ'ল।

বোর্ডের নিয়ম কিছু শিথিল করতে পারলে সমাজের বৃত্তিগত বৈশিষ্ট্যগুলি কাজে লাগান যায়, কারণ এখানে পেশাগত দক্ষতা অনেকেরই আছে কিন্তু উপযুক্ত ডিপ্লোমা না থাকায় সরকারি শিক্ষা ব্যবস্থায় তাদের কাজে লাগানো যায় না।

অর্থনৈতিক পার্থক্যের সমাধানে অপেক্ষাকৃত অবস্থাপন্ন ছাত্রীদের নিকট হ'তে মাসিক সামান্য চাঁদা সংগ্রহ করে' সাহায্য করা যায়, পুরনো ছাত্রীদের পুস্তক সংগ্রহ করে' দরিদ্র ছাত্রীদের দেওয়া যায়, ছাত্রীদের শ্রমের প্রয়োগেও অর্থাগম হ'তে পারে।

আমাদের বিদ্যালয়ে কয়েকটি মুসলমান ছাত্রী থাকায় সম্প্রদায়গত ভেদবুদ্ধি ছাত্রীদের মন থেকে অনেকটা অপসারিত হয়েছে। এখানকার হিন্দুমুসলমানে যে সম্প্রীতি আছে কলকাতা সহরে সেটা দেখা যায় না। হিন্দুদের সংস্পর্শে ওদের মেয়েদের পর্দার প্রথা অনেকটা শিথিল হয়েছে এবং জড়তাও ক্রমশ কাটবে বলে' আশা করা যায়।

(২৭ পৃষ্ঠার নিচে।)

কৈফিয়ৎ

মহিলা শিক্ষণশিক্ষামহাবিদ্যালয়ের প্রসার বিভাগের বাংলা মুখপত্র শ্রাবণীতে প্রধানতঃ বাংলা ভাষা-সাহিত্যের শিক্ষা বিষয়ে আলোচনা হয়ে থাকে। এই পর্যায়ে নবম বর্ষের উপজীব্য বিষয় যেমন ভাষা ছিল, দশম বর্ষের আলোচ্য তেমনি হ'ল সাহিত্য। শ্রীমতী জ্যোৎস্না রায় তাঁর প্রবন্ধে ভাবার্থবোধক, রসসৃষ্টিমূলক পঠনপাঠনের আলোচনা করেছেন। বাঙ্গালী ছাত্রের মাতৃভাষা যাতে কেবল পরীক্ষাপাশের মাধ্যম ও উপার্জনের যন্ত্রে পর্যবসিত না হয়ে জীবনের সাংস্কৃতিক উৎকর্ষের প্রবাহনস্বরূপ হয়ে উঠতে পারে তার পথ তিনি দেখাতে চেয়েছেন এবং গ্রীষ্মকালীন শিক্ষাশিবিরের বিবৃতিতেও সেই ভাবের বাস্তব রূপায়ণ প্রকাশিত হয়েছে। শ্রীমতী রায় দেখাতে চেয়েছেন ক্লাসের বাংলা পাঠ্য কি ভাবে মুখস্থবিদ্যার উর্ধ্বে জ্ঞানের ব্যাপকক্ষেত্রে প্রসারিত হতে পারে আর শিক্ষা-শিবিরে যে শিক্ষিকারা কাজ করেছিলেন তাঁরা খুঁজেছেন পাঠ্যসহায়ক সাহিত্যিক কর্মকাণ্ড কি করে ছাত্রদের মনে মাতৃভাষার পাঠপ্রীতি জাগ্রত করতে পারে।

এরমধ্যে খাঁটুরা উচ্চতর মাধ্যমিক বালিকা বিদ্যালয় এই পরিকল্পনাকে রূপ দিয়েছেন। ১৯৬৫ সালের কাজের মধ্যে প্রতি সপ্তাহে বাংলা পড়ার একটি করে ঘণ্টা সহ-পাঠ্যক্রমিক সাহিত্যিক পর্যালোচনার জন্য দেওয়া হয়েছিল। সাহিত্য-সমিতির মাধ্যমে পঞ্চম থেকে দশম পর্যন্ত শ্রেণীর ছাত্রীরা ক্লাসের বাংলা বইয়ের পাঠ্যাংশ, রচয়িতাদের জীবনী ও ঐতিহাসিক পটভূমি এবং তাঁদের অন্যান্য রচনা নিয়ে সাহিত্যের সচিত্র ইতিহাস রচনা, গদ্যপদ্য সাহিত্য ও তার ইতিহাসের ধারা নিয়ে রূপকল্প ও চিত্রকল্প প্রস্তুত করা এবং নাটকীয় রূপদান প্রভৃতি সাহিত্যকর্ম করেছে। এই বিদ্যালয়ে একটি দেয়ালপত্রী আগে থেকে ছিল। এবার বাংলা রচনামূলক কাজের অনেক নূতন প্রকাশ তার মধ্যে দেখা গেছে। প্রথম বছরের এই প্রকল্পকর্মে শিক্ষিকারা অভিজ্ঞতার অভাববশত ভালভাবে মূল্যায়ন করতে পারেননি, তবু তাঁরা জানিয়েছেন যে এক বৎসরের মধ্যেই ছাত্রীদের বাংলা পড়ার উৎসাহ বেড়েছে এবং বিশুদ্ধ বানান লেখার চেষ্টা তাদের মধ্যে দেখা গেছে।

এবারের শ্রাবণীর মূল বিষয় বাংলা হ'লেও প্রথম প্রবন্ধের লেখিকা শ্রীমতী শান্তি বন্দ্যোপাধ্যায় একটি সর্ব-ভারতীয় প্রবন্ধ প্রতিযোগিতার বিশদ বিবরণ জানিয়েছেন। এর দিকে শিক্ষিকাদের দৃষ্টি আকর্ষণ করতে চাই। এই অনুষ্ঠান প্রবর্তিত হওয়ার প্রথম থেকে পরপর তিন বছর এই বিভাগ থেকে প্রেরিত একটি করে প্রবন্ধ পুরস্কৃত হয়েছে।

প্রথম বছর সাখাওয়াৎ মেমোরিয়াল সরকারি বালিকা বিদ্যালয়ের শিক্ষিকা শ্রীমতী রমা গুপ্ত এই পুরস্কার পেয়েছিলেন। তিনি এখন কলিকাতা জিলার বালিকা বিদ্যালয়সমূহের অধিক পরিদর্শিকা। দ্বিতীয় বছর পুরস্কার পেয়েছিলেন, উল্লিখিত প্রবন্ধের লেখিকা সাখাওয়াৎ মেমোরিয়াল বিদ্যালয়ের প্রধানা শ্রীমতী শান্তি বন্দ্যোপাধ্যায়। তৃতীয় বছর পেয়েছেন চেতলা বালিকা বিদ্যালয়ের শিক্ষিকা শ্রীমতী প্রকৃতি হালদার।

আমরা লক্ষ্য করেছি যে প্রবন্ধ রচনায় সাফল্যের অন্তরালে প্রত্যেক ক্ষেত্রেই আছে অভিজ্ঞতা। তার অর্থ এই নয় দীর্ঘকাল অধ্যাপনা করলেই পুরস্কার পাবার যোগ্যতা অর্জন করা যায়,—লব্ধ অভিজ্ঞতাকে সুসংবদ্ধ করার মধ্যে যে বৈজ্ঞানিক দৃষ্টিভংগি এবং তথ্য ও ফলাফল পরিবেশনের যে শৃংখলা তার পশ্চাতে চাই পরীক্ষানিরীক্ষার নিয়মিত প্রয়াস। অভিজ্ঞ শিক্ষকেরা কর্মব্যপদেশে অনেক জিনিষ লক্ষ্য করে থাকেন, কিন্তু তজ্জাত ফলগুলিকে আরোহী বিশ্লেষণ ও সাংখ্যিক হিসাবের নিরীখে যাচিয়ে না দেখলে তাই নিয়ে মূল্যবান, সত্যাশ্রয়ী প্রবন্ধ লেখা যায় না। উদাহরণ স্বরূপ বর্তমান সংখ্যায় প্রকাশিত শ্রীমতী দুর্গা ভট্টাচার্যের প্রবন্ধের উল্লেখ করি। তিনি গ্রাম্য বালিকা বিদ্যালয়ের প্রধানারূপে ছাত্রীদের সামাজিক ও সাংস্কৃতিক প্রেক্ষিতের যে আলোচনা করেছেন তা যেমন প্রয়োজনীয়, তেমনি অবহেলিত। এ-ক্ষেত্রে তিনি পথপ্রদর্শিকা হতে পারতেন যদি তাঁর দেখা আর বোঝা ব্যাপার-গুলি বৈজ্ঞানিক হিসাবের নিকষে কষিত হ'ত।

এইজন্য আমরা সব শিক্ষককে পরীক্ষামূলক কাজ করতে বলি। দৈনন্দিন শিক্ষা ব্যাপারের যে-কোন একটি ক্ষুদ্রাংশ বেছে নিয়ে গবেষণামূলকভাবে কাজ করলে শিক্ষাব্যাপার কেবল যে সার্থকরূপে বিশেষজ্ঞের কাজ হয়ে উঠবে তা নয়, শিক্ষকও বৌদ্ধিক আনন্দের অধিকারী হবেন। আমাদের দরিদ্র দেশের বিদ্যালয়ের অনেক সময়ে এই ছোটখাট পরীক্ষার জন্য সামান্য অতিরিক্ত অর্থ জোটেনা বলে কেন্দ্রীয় শিক্ষামন্ত্রকের অধীনস্থ গবেষণাসংস্থা কিছু কিছু অর্থ সাহায্য করে থাকেন। বর্তমান বছরে এই বিভাগের মাধ্যমে প্রেরিত প্রকল্প রূপায়নের জন্য চন্দ্রভাগের শ্রীকৃষ্ণ বালিকা বিদ্যালয় এবং কলিকাতার বেথুন ও চেতলা বালিকা বিদ্যালয় সরকারি সহায়তা পেয়েছেন।

প্রত্যেক বছর এই বিভাগের গ্রীষ্মকালীন শিক্ষাশিবিরে শিক্ষকদের ছোটখাট গবেষণামূলক পরিকল্পনা রচনার পদ্ধতি দেখিয়ে দেওয়া হয়। প্রথম ধাপে এই পরিকল্পনাগুলির রূপায়ণের জন্য তাঁরা সাহায্য চাইতে পারেন, এবং দ্বিতীয় ধাপে তাঁদের কাজের অভিজ্ঞতা ও ফলাফল অবলম্বনে প্রবন্ধ লিখে পুরস্কার প্রতিযোগিতায় যোগ দিতে পারেন।

কল্যাণী কার্লেকর

(২৪ পৃষ্ঠার শেষাংশ)

এখানে অষ্টমশ্রেণী পর্যন্ত পড়ানো অবৈতনিক হওয়ায় সমাজের নানাশ্রেণীর ছাত্রীর সমাগম হয় কিন্তু সামাজিক শ্রেণাগত তারতম্যের জন্য কেউ কারো প্রতি অবজ্ঞা প্রকাশ করে না, সবার মধ্যেই মোটামুটি বন্ধুত্বের ভাব গড়ে ওঠে। আমার মনে হয় এখানে গণতান্ত্রিক সাম্যের রূপ সহরের থেকে ভাল ফুটে ওঠে।

ভাবগত পার্থক্য এখানে অত্যন্ত প্রকট। কি রাজনৈতিক, কি গ্রাম্য, যে কোন প্রকারের দলাদলি হোক না কেন, তার প্রকাশ ছাত্রীদের মধ্যে দিয়ে মাঝে মাঝে সংকটজনকরূপেই দেখা যায়। এই দলগত মনোভাবকে বৃহত্তর ক্ষেত্রে সংহত করে কাজে লাগান যেতে পারে। তাদের আবেগকে আদর্শমুখী করে প্রথমে বিদ্যালয় ও তারপর গ্রামের উন্নয়নের গঠনমূলক কাজের দিকে ফেরাতে হবে।

এইসব কাজের জন্য সরকারি সাহায্যের প্রয়োজন শিক্ষাবিভাগের বিশেষ পরিকল্পনার প্রয়োজন, কারণ সহরের নিয়মকানুন দিয়ে গ্রামের বিদ্যালয়কে তার পরিবেশের উপযোগী করে গড়ে তোলা যায় না। এরজন্য বিশেষ টাকা মঞ্জুরির এবং শিক্ষকদের গ্রামে আকৃষ্ট করার জন্য বিশেষ ভাতার প্রয়োজন।

গণতান্ত্রিক মংগলরাষ্ট্র ভারতের উপযুক্ত নাগরিক প্রস্তুতির জন্য গ্রাম্য পরিস্থিতির উপযোগী বিশেষ পরিকল্পনার প্রয়োজন নতুবা দেশের একটি বৃহৎ অংশ অনগ্রসর থেকে মুষ্টিমেয় কয়েকজনের এক ভগ্নাংশের অগ্রসরকে ব্যাহত করবে।

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